



21ST CCLC

NAME OF LEA OR ORGANIZATION		EVANSVILLE VANDERBURGH SCHOOL CORPORATION		
ADDRESS		951 WALNUT STREET, EVANSVILLE, IN 47713		
COUNTY		VANDERBURGH		
NAME OF CONTACT PERSON		DEREK MCKILLOP		
TITLE		GRANT MANAGER		
PHONE NUMBER		812-435-0928		
EMAIL		DEREK.MCKILLOP@EVSCK12.COM		
NAME OF SUPERINTENDENT OR EXECUTIVE DIRECTOR		DR. DAVID SMITH		
EMAIL ADDRESS OF SUPERINTENDENT OR EXECUTIVE DIRECTOR		DAVID.SMITH@EVSCK12.COM		
NAME OF SCHOOL TO BE SERVED (INCLUDE SCHOOL CORPORATION NUMBER)	FREE AND REDUCED LUNCH RATE	SCHOOL GRADE OR RATING	NUMBER OF YOUTH TO BE SERVED	GRADE LEVEL To BE SERVED
GLENWOOD LEADERSHIP ACADEMY (7995)	92.9%	F	40	K-5
LODGE COMMUNITY SCHOOL (7995)	90.9%	F	40	K-5
CEDAR HALL COMMUNITY SCHOOL (7995)	93%	D	40	K-5
LINCOLN SCHOOL (7995)	91.4%	D	30	K-5

<u>TOTAL GRADE LEVEL(S) TO BE SERVED</u>	K-5
<u>PRIORITY AREA</u> (STEM OR STEAM, LITERACY, COLLEGE & CAREER READINESS, OR SOCIAL EMOTIONAL LEARNING) *APPLICANTS SHOULD PICK <u>ONE</u> PRIORITY AREA	STEM
<u>OPERATING HOURS</u> (AFTER-SCHOOL, BEFORE-SCHOOL, SUMMER, AND/OR INTERSESSION) *APPLICANTS SHOULD LIST <u>ALL</u> APPLICABLE OPERATING HOURS	AFTER-SCHOOL: 2:30 – 5:00PM MONDAY - FRIDAY
<u>PROGRAM INCOME</u> DOES YOUR PROGRAM PLAN TO GENERATE PROGRAM INCOME? Y/N *FOR MORE INFO, SEE PAGE 22 OF RFP	N

ASSURANCES

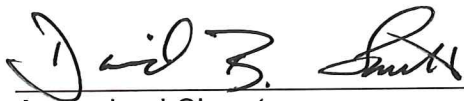
The Indiana Department of Education requires that the following assurances remain in effect for the duration of the subgrant. The Indiana Department of Education will require assurances with subsequent amendments to this application if required by changes in federal or state law. The applicant assures that:

- It has the necessary legal authority to apply for and receive the proposed subgrant;
- The filing of this application has been authorized by the applicant's governing body, and the undersigned official has been duly authorized to file this proposal for and on behalf of the said applicant, and otherwise to act as the authorized representative of the applicant in regard to this application;
- The activities/services for which the assistance is sought under this subgrant will be administered by or under the supervision and control of the applicant;
- The subgrant program will be operated in compliance with all applicable state and federal laws and in compliance with regulations and other policies and administrative directives of the IDOE;
- The subgrant program will take place in a safe and easily accessible facility;
- The subgrant program will be carried out as proposed in the application;
- The subgrant program was developed and will be carried out in collaboration with schools the youth attend;
- The subgrant program will utilize an evidence based curriculum that includes professional development;
- The subgrant program will align out-of-school time efforts within school priorities including Indiana Academic Standards;
- The subgrant program will primarily target youth who attend schools who received a D or F school rating for state accountability **or** Does Not Meet or Approaches Expectations for federal accountability; or youth who attend schools with a 40% or higher Free and Reduced Lunch rate;
- The funds under the subgrant program will be used to increase the level of State, local and other non-federal funds that would, in the absence of Federal funds, be made available for authorized programs and activities;
- The required information and reports will be submitted timely as requested by the Indiana Department of Education;
- The subgrant program will comply with [U.S. Education Department General Administrative Regulations \(EDGAR\)](#) and [Uniform Grants Guidance](#)
- The subgrant program agrees to keep records and provide information to the IDOE as may be required for fiscal audit and program evaluation for a minimum of seven (7) years from the date of the last activity;
- The subgrant program agrees to complete the Indiana Quality Program Self-Assessment (IN- QPSA) annually and use the program action plan to guide program improvement and strengthening;
- The subgrant program will ensure that each staff member participating in this grant knows how to access student data including grade and/or state assessment data;
- The community was given notice of the applicant's intent to submit; and

- After the submission, the applicant will provide for public availability and review of the application and any waiver request;
- The applicant certifies by submitting this application that neither it nor its principals nor any of its subcontractors are presently suspended, proposed for debarment, declared ineligible or voluntarily excluded by any federal agency or by any department, agency or political subdivision of the State of Indiana. Verification is made via sam.gov. The term principal for purposes of this application means an officer, director, owner, partner, key employee or other person with primary management or supervisory responsibilities, or a person who has a critical influence on or substantive control over the operations of the applicant;
- The applicant certifies that it has verified the state and federal suspension and debarment status for all subcontractors receiving funds under the fund associated with this application and shall be solely responsible for any recoupment, penalties or costs that might arise from use of a suspended or debarred subcontractor. The applicant shall immediately notify the State if any subcontractor becomes debarred or suspended, and shall, at the State's request, take all steps required by the State to terminate its contractual relationship with the subcontractor for work to be performed and supported by funding from the application;
- The LEA certifies that it is in compliance with Title IX, section 8524, and that it has no policy that prevents, or otherwise denies participation in, constitutionally protected prayer in elementary and secondary public schools as set forth in the USDOE Guidance and Constitutionally Protected Prayer in Public Elementary and Secondary Schools, dated February 7, 2003. See http://www2.ed.gov/policy/gen/guid/religionandschools/prayer_guidance.html
- The subgrant program certifies that if it has expended \$750,000 or more in federal funds in the preceding year, it will receive a single audit or program specific audit (2 CFR 200.501)
- All partners will review and comply with the above assurances.

Evansville Vanderburgh School Corp.

Applicant Name (LEA or Organization)



Authorized Signature

8/5/2020

Date

Memorandums of Understanding

Evansville Vanderburgh School Corporation: 21st Century Community Learning Centers

CONSORTIUM/LETTER OF COMMITMENT

Cedar Hall Community School

Contact: Joshua Allen
Phone: (812) 435-8223

Address: 2100 N. Fulton Ave., Evansville, IN 47710
Fax: (812) 435-8225

Role & Contributions of School:

The administration and staff of Cedar Hall are dedicated to the school district's mission of *"Providing outstanding educational opportunities through shared, committed, responsibility."* Cedar Hall Community School will support the 21st CCLC program by providing:

Principal:

- Will provide adequate program space and serve as the grant administrator at the school
- Will oversee the work of the Site Coordinator in partnership with the 21st CCLC Project Director, Education Center Director and Education Center Coordinator
- Ensure requirements of the grant are met at the school level and sign-off on all payroll
- Will work in partnership with the 21st CCLC Project Director, Education Center Director, Education Center Coordinator, and 21st CCLC Site Coordinator to hire and evaluate qualified staff to teach in the afterschool program
- Attend Coordinating Committee and Site Council meetings regularly
- Participate in local and state evaluation activities as outlined within the grant application (e.g., IDOE teacher surveys, IN-Quality Standards Assessment and action planning)
- Review process and summative evaluation reports and identify action steps for improvement, and connect outcomes with school improvement goals
- Connect afterschool learning to the school-day to ensure that programs and services are intentionally connected to core content areas of reading and math
- Work in partnership with community organizations providing service in the school

Site Coordinator:

- Coordinates program implementation and work in partnership with community organizations providing service in the school
- Works directly with the 21st CCLC Project Director, Education Center Director and Education Center Coordinator
- Attends monthly site coordinator and Site Council meetings
- Reports data in EZ Reports and collects all required evaluation data

Supplemental Staff:

- Maintenance staff, bus drivers, teachers, paraprofessionals, food services, social workers, nurses, and counselors – will provide support to programs in their specialty areas

The school will maintain a SITE COUNCIL including the school principal, Site Coordinator, school staff, parents, and community partners. The Site Council will meet monthly throughout the school year. Information about the 21st CCLC program will be disseminated through parent mailings, PTA, and neighborhood association and community consortium meetings.


Joshua Allen, Principal

8-5-20
Date

Evansville Vanderburgh School Corporation: 21st Century Community Learning Centers

CONSORTIUM/LETTER OF COMMITMENT

Glenwood Leadership Academy

Contact: Angela Oliver
Phone: (812) 435-8242

Address: 901 Sweetser Avenue, Evansville, IN 47713
Fax: (812) 435-0978

Role & Contributions of School:

The administration and staff of Glenwood are dedicated to the school district's mission of *"Providing outstanding educational opportunities through shared, committed, responsibility."* Glenwood Leadership Academy will support the 21st CCLC program by providing:

Principal:

- Will provide adequate program space and serve as the grant administrator at the school
- Will oversee the work of the Site Coordinator in partnership with the 21st CCLC Project Director, Education Center Director and Education Center Coordinator
- Ensure requirements of the grant are met at the school level and sign-off on all payroll
- Will work in partnership with the 21st CCLC Project Director, Education Center Director, Education Center Coordinator, and 21st CCLC Site Coordinator to hire and evaluate qualified staff to teach in the afterschool program
- Attend Coordinating Committee and Site Council meetings regularly
- Participate in local and state evaluation activities as outlined within the grant application (e.g., IDOE teacher surveys, IN-Quality Standards Assessment and action planning)
- Review process and summative evaluation reports and identify action steps for improvement, and connect outcomes with school improvement goals
- Connect afterschool learning to the school-day to ensure that programs and services are intentionally connected to core content areas of reading and math
- Work in partnership with community organizations providing service in the school

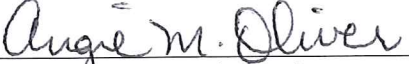
Site Coordinator:

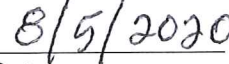
- Coordinates program implementation and work in partnership with community organizations providing service in the school
- Works directly with the 21st CCLC Project Director, Education Center Director and Education Center Coordinator
- Attends monthly site coordinator and Site Council meetings
- Reports data in EZ Reports and collects all required evaluation data

Supplemental Staff:

- Maintenance staff, bus drivers, teachers, paraprofessionals, food services, social workers, nurses, and counselors – will provide support to programs in their specialty areas

The school will maintain a SITE COUNCIL including the school principal, Site Coordinator, school staff, parents, and community partners. The Site Council will meet monthly throughout the school year. Information about the 21st CCLC program will be disseminated through parent mailings, PTA, and neighborhood association and community consortium meetings.


Angela Oliver, Principal


Date

Evansville Vanderburgh School Corporation: 21st Century Community Learning Centers

CONSORTIUM/LETTER OF COMMITMENT

Lincoln Community School

Contact: Knetra Shaw
Phone: (812) 435-8235

Address: 635 Lincoln Avenue, Evansville, IN 47713
Fax: (812) 435-8872

Role & Contributions of School:

The administration and staff of Lincoln are dedicated to the school district's mission of
"Providing outstanding educational opportunities through shared, committed, responsibility."
Lincoln Community School will support the 21st CCLC program by providing:

Principal:

- Will provide adequate program space and serve as the grant administrator at the school
- Will oversee the work of the Site Coordinator in partnership with the 21st CCLC Project Director, Education Center Director and Education Center Coordinator
- Ensure requirements of the grant are met at the school level and sign-off on all payroll
- Will work in partnership with the 21st CCLC Project Director, Education Center Director, Education Center Coordinator, and 21st CCLC Site Coordinator to hire and evaluate qualified staff to teach in the afterschool program
- Attend Coordinating Committee and Site Council meetings regularly
- Participate in local and state evaluation activities as outlined within the grant application (e.g., IDOE teacher surveys, IN-Quality Standards Assessment and action planning)
- Review process and summative evaluation reports and identify action steps for improvement, and connect outcomes with school improvement goals
- Connect afterschool learning to the school-day to ensure that programs and services are intentionally connected to core content areas of reading and math
- Work in partnership with community organizations providing service in the school

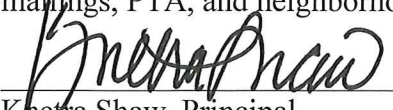
Site Coordinator:

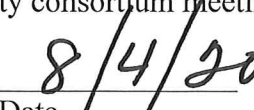
- Coordinates program implementation and work in partnership with community organizations providing service in the school
- Works directly with the 21st CCLC Project Director, Education Center Director and Education Center Coordinator
- Attends monthly site coordinator and Site Council meetings
- Reports data in EZ Reports and collects all required evaluation data

Supplemental Staff:

- Maintenance staff, bus drivers, teachers, paraprofessionals, food services, social workers, nurses, and counselors – will provide support to programs in their specialty areas

The school will maintain a SITE COUNCIL including the school principal, Site Coordinator, school staff, parents, and community partners. The Site Council will meet monthly throughout the school year. Information about the 21st CCLC program will be disseminated through parent mailings, PTA, and neighborhood association and community consortium meetings.


Knetra Shaw, Principal


Date

Evansville Vanderburgh School Corporation: 21st Century Community Learning Centers

CONSORTIUM/LETTER OF COMMITMENT

Lodge Community School

Contact: Amy Bonenberger
Phone: (812) 477-5319

Address: 2000 Lodge Ave., Evansville, IN 47714
Fax: (812) 435-8856

Role & Contributions of School:

The administration and staff of Lodge are dedicated to the school district's mission of
"Providing outstanding educational opportunities through shared, committed, responsibility."
Lodge Community School will support the 21st CCLC program by providing:

Principal:

- Will provide adequate program space and serve as the grant administrator at the school
- Will oversee the work of the Site Coordinator in partnership with the 21st CCLC Project Director, Education Center Director and Education Center Coordinator
- Ensure requirements of the grant are met at the school level and sign-off on all payroll
- Will work in partnership with the 21st CCLC Project Director, Education Center Director, Education Center Coordinator, and 21st CCLC Site Coordinator to hire and evaluate qualified staff to teach in the afterschool program
- Attend Coordinating Committee and Site Council meetings regularly
- Participate in local and state evaluation activities as outlined within the grant application (e.g., IDOE teacher surveys, IN-Quality Standards Assessment and action planning)
- Review process and summative evaluation reports and identify action steps for improvement, and connect outcomes with school improvement goals
- Connect afterschool learning to the school-day to ensure that programs and services are intentionally connected to core content areas of reading and math
- Work in partnership with community organizations providing service in the school

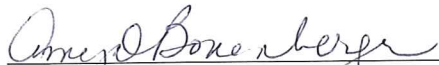
Site Coordinator:

- Coordinates program implementation and work in partnership with community organizations providing service in the school
- Works directly with the 21st CCLC Project Director, Education Center Director and Education Center Coordinator
- Attends monthly site coordinator and Site Council meetings
- Reports data in EZ Reports and collects all required evaluation data

Supplemental Staff:

- Maintenance staff, bus drivers, teachers, paraprofessionals, food services, social workers, nurses, and counselors – will provide support to programs in their specialty areas

The school will maintain a SITE COUNCIL including the school principal, Site Coordinator, school staff, parents, and community partners. The Site Council will meet monthly throughout the school year. Information about the 21st CCLC program will be disseminated through parent mailings, PTA, and neighborhood association and community consortium meetings.


Amy Bonenberger, Principal

8/4/2020
Date

**Memorandum of Understanding
Diehl Consulting Group
and the Evansville Vanderburgh School Corporation 21st CCLC
July 16, 2020**

Diehl Consulting Group (DCG) provides objective and supportive evaluation and consultation to schools and community organizations. With extensive experience in conducting research and evaluation projects in the areas of youth and community development, education, and needs assessments related to overall community services, DCG is highly qualified to provide the services outlined in this proposal.

With a core focus on developing and sustaining collaborative relationships with clients, DCG offers a package of coordinated evaluation solutions. Components of the solutions package include: (a) assessment of organizational needs, development of action plans, goals, and objectives, and creation of evaluation designs/protocols; (b) ongoing technical assistance to monitor progress and the use of quantitative and qualitative data to drive decision-making, along with development of data tracking systems and database management; (c) consultation in community education and program development; (d) staff development and training; and (e) statistical analysis and communication of results to a variety of audiences (formal reports, evaluation briefs, presentations, etc.). This document outlines a commitment/MOU to provide evaluation and consulting services to the Evansville Vanderburgh School Corporation, as part of their application to the Indiana Department of Education's 21st CCLC grant program.

Qualifications and Experience

DCG will provide up to 7 staff to assist with the evaluation. Specific qualifications and experiences relevant to this proposal include:

Sam Crecelius, vice president/partner, will serve as co-project manager for the work outlined in this proposal. He has over ten years of evaluation experience and nearly 20 years of experience in the field of afterschool programming, both as a direct service provider and an evaluator. Sam's background blends psychometrics and advanced statistics with communication and instructional design, allowing him to develop much of the training the firm provides while also leading the more complex analytical work. He has a bachelor's degree in communication studies from Indiana University Southeast and a master's degree in communication from Indiana State University. Prior to joining Diehl, Sam worked as an assistant project director and site coordinator for two 21st CCLC programs. He is a member of the Out-of-School Time Advisory Board and the Indiana 21st CCLC Evaluation Advisory Group. Sam is a past president of

the Indiana Evaluation Association and in this role, supported professional development for evaluation practitioners in Indiana.

Dan Diehl, president/partner, will serve as co-project manager for the work outlined in this proposal. He has over twenty years of experience in providing evaluation, consulting, professional development, and grant writing services to individuals, businesses, schools and community organizations. Before starting DCG, Dan worked for a school district as the Director and Evaluator of the 21st Century Community Learning Centers grants, where he oversaw the development, evaluation and sustainability of after-school and summer programs, as well as development of community education initiatives promoting school and community partnerships. Dan has a Ph.D. in social work from the University of Louisville and University of Kentucky with emphases in research design and teaching. He also has masters' degrees in applied experimental psychology from Western Kentucky University and social work from the University of Southern Indiana, and a certificate in Executive Management from the University of Notre Dame. He is a former Board member for the Indiana Afterschool Network, a current member of the Out-of-School Time Advisory Board and actively involved with afterschool best practice throughout Indiana. He is also a Licensed Clinical Social Worker (LCSW).

Andrea Swain, consultant, will serve as co-project manager for the work outlined in this proposal, assist in conducting site visits (using IAN Standards Based Observation Tool), and data entry and management with Cayen. Andrea has a background in the areas of public health and youth development. She supports evaluation projects by coordinating data collection and entry processes, managing report development, conducting site visits to observe program quality, and managing data through the state's reporting system. Andrea has a bachelor's degree in Health Education and Promotion (Community Health Concentration) from East Carolina University. She is also a certified Health Education Specialist (CHES).

Heather Arrowsmith, consultant, will assist in conducting site visits (using IAN Standards Based Observation Tool) and conducting quality review. She has a background in instructional systems design with unique professional experience in K-12 and higher education settings. She has an Ed.D. and master's degree in Instruction and Administration from University of Kentucky. Heather is also a licensed educator.

Jennifer Bellville, consultant, will assist in conducting site visits (using IAN Standards Based Observation Tool), reporting, and conducting quality review. She has a background in the design and implementation of mixed-methods evaluations, including methodology frameworks, data collection and survey tools, data analysis, data visualization, and accessible reporting. Her clients have included community colleges, universities, K-12 schools, workforce boards, non-profits, community organizations, economic development entities, and government organizations. Jennifer has a Master of Public Affairs degree from Indiana University's School of Public and Environmental Affairs concentrating in sustainable and economic development, and a bachelor's degree in Economics from the University of Wisconsin–Madison. Jennifer is also highly engaged in the evaluation community; she serves as President for the Indiana Evaluation Association and has served as an NSF ATE Evaluation Fellow with EvaluATE.

Doug Berry, vice president/partner, will assist in conducting site visits (using IAN Standards Based Observation Tool) and conducting quality review. He has a background in psychology with concentrations in the areas of survey design, psychometrics, statistical analysis, test validation, training and performance appraisal. He has educational and professional experience defining, predicting, measuring, and driving effective performance for individuals and organizations. He has a bachelor's degree in psychology from Wabash College and a master's degree in industrial/organizational psychology from Western Kentucky University. Currently, Doug is completing an Ed.D. in instructional systems technology at Indiana University.

Amanda Vote, consultant, will assist in conducting site visits (using IAN Standards Based Observation Tool), reporting, and conducting quality review. She has experience with early childhood, youth development, and school-based program evaluation. She has a bachelor's degree in psychology and a master's degree in public administration from the University of Evansville.

Specific qualifications and experiences relevant to this proposal include:

- During the last 20 years, Diehl Consulting has provided evaluation services to over 75 federal, state, and locally funded afterschool sites.
- DCG has served as Indiana's state evaluator for 21st CCLC since 2018.
- Diehl staff include a former 21st CCLC Project Director responsible for the management of four state and federal 21st CCLC grants across 13 schools and a former 21st CCLC assistant program director/site coordinator responsible for the administration of programming at two state-funded 21st CCLC programs.
- Membership on the Indiana Afterschool Network, 21st CCLC Evaluation Advisory Group, and Indiana Out-of-School Time Advisory Board.
- Team members have been invited to present on evaluation and program development by both the Indiana Department of Education and the United States Department of Education.
- Team members have been invited to participate in planning for the IN-QPSA and 21st CCLC High School Program Evaluation.
- DCG staff participated in the 2012 IN-QPSA pilot.
- DCG has significant experience in managing and evaluating state and federal grant programs. This work has allowed DCG to develop proficiencies in advanced statistical research methods utilizing quantitative and qualitative designs. In addition, DCG has a great deal of experience in managing large databases associated with large-scale research projects.
- DCG previously subcontracted with the American Institutes for Research as part of the national 21st CCLC evaluation.
- DCG currently subcontracts with American Institutes for Research to support the Texas State 21st CCLC Evaluation.

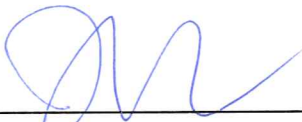
Roles and Responsibilities

Diehl Consulting will serve as the lead evaluator for this project. Specific roles and responsibilities include:

- Work closely with program staff, school administrators and partners to coordinate technical assistance and evaluation services.
- Assist in ongoing development and implementation of a program logic model and evaluation plan tied to the goals, objectives, and performance measures outlined in the proposal.
- Serve as the lead evaluator of the 21st CCLC program, including: monitoring implementation of an evaluation protocol, analyzing data, consulting in Cayen data collection, conducting site visits, and preparing formative and summative evaluation reports.
- Provide ongoing consultation to promote program improvements.
- Participate as a member of the program's IN-QPSA Assessment Team.
- Specific evaluation approaches are documented within the grant application. A summary of methods include:
 - Evaluation of the 21st CCLC program will be tied directly to the school improvement plan and professional development program. Formative and summative evaluation strategies will be used to examine the goals and objectives outlined. This approach allows decisions to be made throughout all phases of the project.
 - Mixed methods for gathering quantitative and qualitative data will be utilized to drive decision-making including: observation protocols, standardized assessments, and parent, student and teacher surveys (*type of data and instruments*).
 - Most data will be generated from existing school records, and all surveys and Site Observation Protocols have been developed (*when instruments developed*).
 - Data will be collected throughout the program and entered into the state data system. Performance measure data (e.g., reading/math assessments) will be collected and analyzed as available (*when collected*). Formatively, the evaluator will meet with staff quarterly to review process evaluation data related to program development, design, implementation, and fidelity. Process evaluation will examine the relationship between program inputs and outputs, with a focus on continuous quality improvement. Summative evaluation will incorporate results of formative evaluation strategies and further examine the extent to which goals and objectives were accomplished.
 - Quasi-experimental designs will be used to answer the evaluation questions.
 - Appropriate analyses have been identified to report progress toward performance measures identified in Section 8 (project implementation). In most cases, descriptive, frequency, and crosstabulation statistics will be utilized. Content analysis will be used to examine qualitative data. As appropriate, more advanced techniques may be employed to examine student outcomes including,

but not limited to, one-way and repeated measure ANOVAs, chi square, and independent and paired samples t-tests.

- Specific outcomes will be reported to program staff at various times during each grant, as determined by the data source (see evaluation plan). Specifically, the evaluation team will provide a final year-end report and a final four-year report that includes: (1) evidence of quality using IAN standards, (2) student attendance trends, (3) progress toward all performance measures, and (4) all other evaluation activities described in the grant application. Other reports include process evaluation reports in January and July of each grant year, program attendance reports in January of each grant year, and Site Visit Reports following visits.
- To ensure confidentiality of student records, the Evansville Vanderburgh School Corporation will gather achievement data and secure parental permission necessary to evaluate the program's effectiveness. A confidentiality clause will be included when a formal contract is signed.



Daniel Diehl, Ph.D., LCSW
President/Partner
Diehl Consulting Group

7-16-2020

Date

PARTNERS- MEMORANDUM OF UNDERSTANDING/LETTER OF COMMITMENT

YMCA
21st Century Community Learning Centers
Evansville Vanderburgh School Corporation

July 29, 2020

Contact: *Johnathan Pope, Chief Executive Office*

Address: *516 Court Street, Evansville, IN 47708*

Phone: *(812) 423-9622 Fax: (812) 426-6211*

Role and contributions to meet the 21st CCLC program's needs and goals:

The YMCA has a longstanding partnership with the EVSC through the provision of youth outreach programs: *Y-CAP, Diamonds, Leadership and Sports, and others*. Through these programs, youth are provided with tutoring, homework help, life skills training, character education, and relational skills. The YMCA has been an active participant in the Evansville Vanderburgh School Corporation School Community Council and individual Site Councils.

We agree to partner with the EVSC in the 21st Century Community Learning Center program to improve students' academic success, provide access to social and health services, and promote family literacy, as follows:

- The YMCA will be a contractual partner in this grant, receiving funding to help coordinate programs in targeted schools. Funding will represent a small portion of the total program cost provided by the YMCA.
- The YMCA will hire and supervise, with the collaboration of program and EVSC staff, staff to provide Y-CAP, Diamonds, and other programs to students enrolled in the 21st CCLC program.
- Provide facilities for 21st CCLC program, as available.
- Attend School Community Council subcommittee meetings and Site Council meetings to assist in informing and involving the community in the project, monitoring the success of activities in meeting goals, approving results of evaluation data, actively recruiting new partners and approaching new funding sources, and facilitating the close coordination of all 21st CCLC sites.
- Market program successes and provide evaluation data to continually improve development and implementation of programs and services.

This agreement shall be for a period of one (1) year, which shall begin upon the initial grant award period. Unless either party, by written notice or at least thirty (30) days prior to the expiration of the Term or any extension of the Term, notifies the other party to the contrary, this agreement shall be extended for successive one year terms (each an "Extended Term") and during any such Extended Term, the parties shall be bound by all of the terms and conditions of this agreement. This agreement may be terminated by either at any time by giving sixty (60) days written notice to the other.


Johnathan Pope, Chief Executive Officer

8/4/2020
Date

PARTNERS- MEMORANDUM OF UNDERSTANDING/LETTER OF COMMITMENT

**Buffalo Trace Council, Boy Scouts
21st Century Community Learning Centers
Evansville Vanderburgh School Corporation**

July 29, 2020

Contact: John Harding

Address: 3501 E. Lloyd Expressway, Evansville, IN 47715

Phone: (812) 423-5246 Fax: (812) 423-4845

Role and contributions to meet the 21st CCLC program's needs and goals:

Buffalo Trace Council has a longstanding partnership with the EVSC through the provision of scouting programs. Through these programs, youth are provided with tutoring, homework help, life skills training, character education, and relational skills. Buffalo Trace Council has been an active participant in the Evansville Vanderburgh School Corporation School Community Council and individual Site Councils.

We agree to partner with the EVSC in the 21st Century Community Learning Center program to improve students' academic success, provide access to social and health services, and promote family literacy, as follows:

- The Boy Scouts will be a contractual partner in this grant, receiving funding to help coordinate programs in targeted schools. Funding will represent a small portion of the total program cost provided by the Boy Scouts.
- The Boy Scouts will hire and supervise, with the collaboration of program and EVSC staff, staff to provide scouting programs to students enrolled in the 21st CCLC program.
- Provide facilities for 21st CCLC program, as available.
- Attend School Community Council subcommittee meetings and Site Council meetings to assist in informing and involving the community in the project, monitoring the success of activities in meeting goals, approving results of evaluation data, actively recruiting new partners and approaching new funding sources, and facilitating the close coordination of all 21st CCLC sites.
- Market program successes and provide evaluation data to continually improve development and implementation of programs and services.

This agreement shall be for a period of one (1) year, which shall begin upon the initial grant award period. Unless either party, by written notice or at least thirty (30) days prior to the expiration of the Term or any extension of the Term, notifies the other party to the contrary, this agreement shall be extended for successive one year terms (each an "Extended Term") and during any such Extended Term, the parties shall be bound by all of the terms and conditions of this agreement. This agreement may be terminated by either at any time by giving sixty (60) days written notice to the other.



John Harding, District Executive



Date

PARTNERS- MEMORANDUM OF UNDERSTANDING/LETTER OF COMMITMENT

**Girl Scouts of Southwest Indiana
21st Century Community Learning Centers
Evansville Vanderburgh School Corporation**

July 29, 2020

Contact: *Aimee Stachura*

Address: *5000 E. Virginia Street, Evansville, IN 47715*

Phone: *(812) 421-4970* **Fax:** *(812) 421-4971*

Role and contributions to meet the 21st CCLC program's needs and goals:

Girl Scouts of Southwest Indiana has a longstanding partnership with the EVSC through the provision of scouting programs. Through these programs, girls are provided with tutoring, homework help, life skills training, character education, and relational skills. Girl Scouts of Southwest Indiana has been an active participant in the Evansville Vanderburgh School Corporation School Community Council and individual Site Councils.

We agree to partner with the EVSC in the 21st Century Community Learning Center program to improve students' academic success, provide access to social and health services, and promote family literacy, as follows:

- The Girl Scouts of Southwest Indiana will be a contractual partner in this grant, receiving funding to help coordinate programs in target schools. Funding will represent a small portion of the total funding cost of the program provided by the Girl Scouts.
- The Girl Scouts will hire and supervise, with the collaboration of program and EVSC staff, staff to provide scouting programs to students enrolled in the 21st CCLC program afterschool and in summer.
- Provide facilities for 21st CCLC program, as needed.
- Attend School Community Council subcommittee meetings and Site Council meetings to assist in informing and involving the community in the project, monitoring the success of activities in meeting goals, approving results of evaluation data, actively recruiting new partners and approaching new funding sources, and facilitating the close coordination of all 21st CCLC sites.
- Market program successes and provide evaluation data to continually improve development and implementation of programs and services.

This agreement shall be for a period of one (1) year, which shall begin upon the initial grant award period. Unless either party, by written notice or at least thirty (30) days prior to the expiration of the Term or any extension of the Term, notifies the other party to the contrary, this agreement shall be extended for successive one year terms (each an "Extended Term") and during any such Extended Term, the parties shall be bound by all of the terms and conditions of this agreement. This agreement may be terminated by either at any time by giving sixty (60) days written notice to the other.

Aimee Stachura

Aimee Stachura, Chief Executive Officer

8/4/2020
Date

PARTNERS- MEMORANDUM OF UNDERSTANDING/LETTER OF COMMITMENT

YWCA
21st Century Community Learning Centers
Evansville Vanderburgh School Corporation

July 29, 2020

Contact: *Erika Taylor, Executive Director*

Address: *118 Vine Street, Evansville, IN 47708*

Phone: *(812) 422-1191* **Fax:** *(812) 422-8705*

Role and contributions to meet the 21st CCLC program's needs and goals:

The YWCA has a longstanding partnership with the EVSC through the provision of mentoring, homework help, tutoring, character education and academic enrichment activities during the afterschool and summer hours. Through these programs, youth are provided with life skills training and relational skills. YWCA and EVSC will work together to assure the desired ratio of students to staff is met. The YWCA has been an active participant in the Evansville Vanderburgh School Corporation School Community Council and individual Site Councils.


We agree to partner with the EVSC in the 21st Century Community Learning Center program to improve students' academic success, provide access to social and health services, and promote family literacy, as follows:

- The YWCA will hire and supervise, with the collaboration of program and EVSC staff, staff to provide mentoring, homework help, tutoring, character education and academic enrichment activities during afterschool to students enrolled in the 21st CCLC program.
- Provide facilities for 21st CCLC program, as available.
- Attend School Community Council subcommittee meetings and Site Council meetings to assist in informing and involving the community in the project, monitoring the success of activities in meeting goals, approving results of evaluation data, actively recruiting new partners and approaching new funding sources, and facilitating the close coordination of all 21st CCLC sites.
- Market program successes and provide evaluation data to continually improve development and implementation of programs and services.

This agreement shall be for a period of one (1) year, which shall begin upon the initial grant award period. Unless either party, by written notice or at least thirty (30) days prior to the expiration of the Term or any extension of the Term, notifies the other party to the contrary, this agreement shall be extended for successive one year terms (each an "Extended Term") and during any such Extended Term, the parties shall be bound by all of the terms and conditions of this agreement. This agreement may be terminated by either at any time by giving sixty (60) days written notice to the other.



Erika Taylor, Chief Executive Officer



Date



PARTNERS – MEMORANDUM OF UNDERSTANDING/LETTER OF COMMITMENT
School Community Council
Evansville Vanderburgh School Corporation

July 29, 2020

Contact: Patricia Weinzapfel

Address: 310 S.E. Eighth Street., Evansville, IN 47713 (Main Contact for SCC)

Phone: (812) 435-8342 Fax: (812) 435-8388

Role and contributions to meet the 21st CCLC program's needs and goals:

The School Community Council was officially formed by the school district in 2000. The SCC is a collaboration between schools and over 70 community organizations. The SCC is working to maximize and enhance community resources *"to establish school sites as places of community to enhance youth and family development."*

The SCC agrees to partner with community agencies in the 21st CCLC program. The SCC is committed to:

- Attending meetings to assist in informing and involving community in the project
- Maintain an Afterschool Program Coalition under the umbrella of the SCC. The coalition will directly support all 21st CCLC sites through ongoing awareness campaigns, networking and planning.
- Providing evaluation support and technical assistance through the SCC Evaluation Committee
- Seeking out additional funding sources to sustain programs and services
- Marketing program successes and provide evaluation data to continually improve the development and implementation of services.

Patricia Weinzapfel
Patricia Weinzapfel
School Community Council

8.4.20
Date

Appendix 3
Non-Public Consultation Forms



21ST CCLC

COMPLETED NON-PUBLIC CONSULTATION FORM(S)

Evansville Vanderburgh School Corporation met with **Evansville Christian School** on **April 22nd 2020** in consultation for participation in a 21st CCLC initiative.

We hereby testify as indicated by the below signatures that appropriate consultation as described by Subpart 1 of Part E of Title VIII of the ESEA has occurred.

☐ Yes, we wish to participate

☒ No, we do not wish to participate

☐ Yes, we wish to participate and request further consultation

Mike Allen, Head of Schools
Non-Public School Representative

A handwritten signature in black ink, appearing to read "Mike Allen".

Signature

Applicant Representative

Signature



21st CCLC

COMPLETED NON-PUBLIC CONSULTATION FORM(S)

Evansville Vanderburgh School Corporation met with **Catholic Schools, Diocese of Evansville** on **April 22nd 2020** in consultation for participation in a 21st CCLC initiative.

We hereby testify as indicated by the below signatures that appropriate consultation as described by Subpart 1 of Part E of Title VIII of the ESEA has occurred.

☐ Yes, we wish to participate

☒ No, we do not wish to participate

☐ Yes, we wish to participate and request further consultation

Michelle Puan

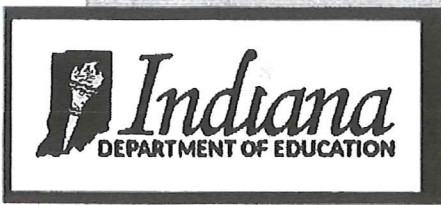
Non-Public School Representative

Michelle Puan

Signature

Applicant Representative

Signature



21ST CCLC

COMPLETED NON-PUBLIC CONSULTATION FORM(S)

Evansville Vanderburgh School Corporation met with **Montessori Academy** on **April 22nd 2020** in consultation for participation in a 21st CCLC initiative.

We hereby testify as indicated by the below signatures that appropriate consultation as described by Subpart 1 of Part E of Title VIII of the ESEA has occurred.

☐ Yes, we wish to participate

☒ No, we do not wish to participate

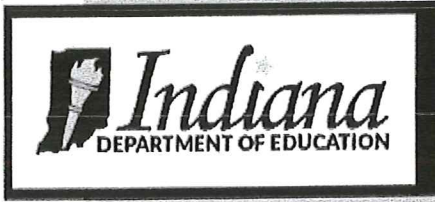
☐ Yes, we wish to participate and request further consultation

Diane M. Barron
Non-Public School Representative

Diane M. Barron
Signature

Applicant Representative

Signature



21ST CCLC

COMPLETED NON-PUBLIC CONSULTATION FORM(S)

Evansville Vanderburgh School Corporation met with Evansville Lutheran School on April 22nd 2020 in consultation for participation in a 21st CCLC initiative.

We hereby testify as indicated by the below signatures that appropriate consultation as described by Subpart 1 of Part E of Title VIII of the ESEA has occurred.

☐ Yes, we wish to participate

☒ No, we do not wish to participate

☐ Yes, we wish to participate and request further consultation

Tony E. Sharp - Evansville Lutheran School
Non-Public School Representative Signature

Applicant Representative Signature

1. PROJECT ABSTRACT

The Evansville Vanderburgh School Corporation (EVSC), in partnership with a consortium of Community-Based Organizations (YMCA, Boy Scouts, Girl Scouts and YWCA) is applying for a four-year grant of \$1,500,000 under the 21st CCLC program.

This application would allow for an expansion of 21st CCLC services, adding 4 new EVSC schools to our existing cohort, increasing the number of students and families who would benefit from 21st CCLC programming.

Funding will allow Glenwood Leadership Academy, Lodge Community School, Cedar Hall Community School and Lincoln School to institute programs for low-income youth, children with special needs, and their families.

Annually, we expect to serve 150 elementary age (≥ 45 days) high-risk youth and their families in programs offered.

Schools represent students with significant needs as evidenced by free/reduced lunch rates exceeding 90% across all schools and state test scores that are well below state averages. Sites are situated in areas of Evansville with high poverty and crime, and low academic achievement.

The current free/reduced lunch percentages and percentages for passing math/language arts, include, respectively: Glenwood (92.9% F/R; % passing LA=17.4%, Math=11.9%;), Lodge (90.9% F/R; % passing LA=27.5%, Math=13.8%;), Cedar Hall (93% F/R; % passing LA=24.6%, Math=18%;), and Lincoln (91.4% F/R; % passing LA=13.3%, Math=12.5%;).

The EVSC is addressing the needs of at-risk children by developing the “full-service community schools” concept at these 4 schools. This full-service school concept will be used to address identified student and community needs: academic failure, poverty/environment, and behavior.

The proposed program will provide enriched learning opportunities in a safe, healthy and drug-free environment with specific goals directed toward increasing academic achievement of youth through educational enhancement, community services, and family intervention, and to reduce drug use and violence by providing a safe place for youth during high risk hours.

Altogether, programs will foster improved **academic achievement** in language arts and math, social and **behavioral outcomes**, and **family engagement**. Community agencies will partner by providing funds and/or in-kind services.

School Site Councils comprised of **key personnel** which include **Site Coordinators, Principals, Project Director, Afterschool staff, Parents, Students and Community Partners** (YMCA, Boy Scouts, Girl Scouts and YWCA), will meet at each school

monthly to enhance communication and commitment, and promote an environment of collaboration and sustainability at each site.

All programs will be tied to Indiana Standards, school improvement plans, and Indiana Afterschool Network (IAN) Quality Standards, with all schools having a priority focus on STEM.

A comprehensive evaluation protocol will be used to monitor program outcomes and successes and measure the extent to which both short-term and long-term goals are met. Ongoing evaluation will guide program development by responding to student needs, aligning with standards, and demonstrating academic improvement. Diverse methods will publicize and disseminate results to parents, community, and stakeholders. All professional development will be tied to best practice.

This application is based on previous success. On average, students who regularly attend have higher math and reading grades, fewer daily absences, and higher test scores compared to students attending fewer days. Despite this success, the needs facing our students, families, and schools continue to outweigh program availability (high poverty and low school-wide academic performance). This application will help to ensure services are available for some of the highest need and most at-risk youth in our community.

2. PROGRAM QUALIFICATION

1. Minimum Criteria

All youth served in this application attend schools that meet several of the eligibility criteria set forth in the 21st CCLC application. Each school has a minimum of 90% Free and Reduced Lunch rate and all schools have either a D or F state school rating.

Table 1a. Selected Schools Data				
Schools	2019-20 F/R Lunch	2018-19 Passed ELA	2018-19 Passed Math	State School Rating
Glenwood	92.90%	17.4%	11.9%	F
Lodge	90.90%	27.5%	13.8%	F
Cedar Hall	93.00%	24.6%	18.0%	D
Lincoln	91.40%	13.3%	12.5%	D

2. Origin of Partnership

The EVSC is Indiana's third largest school district with approximately 23,000 students. We will partner with a consortium of community organizations to implement 21st CCLC programming in four of EVSC's highest poverty and lowest performing schools.

This application is submitted jointly by the EVSC (LEA) and the School Community Council (co-applicant) which is a coalition of community partners working together to address the needs of students and families of the EVSC (Core partners: YMCA, Boy Scouts, Girl Scouts and YWCA). **Origin:** In 1990, the EVSC partnered with the YMCA, Carver Community Organization, and Girl Scouts to provide afterschool programs. Partnerships expanded to other agencies (e.g., Boy Scouts, Children's Museum, Children's Center for Dance, Master Gardeners). In 2000, a School Community Council (SCC) was developed to coordinate educational, social/emotional, and health services to schools. Under the SCC, an Afterschool Coalition (ASC) has been meeting since 2000 to coordinate opportunities throughout Evansville. The ASC is coordinated by the EVSC Director of 21st CCLC programming and includes over 47 afterschool and youth serving providers in the community. Site Councils also work to identify needs/coordinate resources at the school sites. All partners are active participants in the Afterschool Coalition and at each of the school-based Site Councils.

3. Priority Area

Each of the four schools, Glenwood, Lodge, Cedar Hall and Lincoln will implement the **STEM priority**. As outlined within the Program Design Section, priority areas will be implemented throughout the four (4) year grant period. STEM programs will be aligned to Indiana Academic Standards, and each site will utilize Indiana Afterschool Network (IAN) Specialty Standards as well as the newly formed Continual Quality Improvement process in partnership with IAN and Million Girls Moonshot, advancing STEM with underserved groups, respective to the selected priority area.

Objectives and performance measures relating to STEM have been identified (Table 14. Objectives 1.2). Required Professional Development in STEM is outlined in Section 10.1.

3. PRIORITY POINTS

EVSC is eligible for maximum priority points as each school served has more than 90% of the school population who qualify for free and reduced lunch:

Table 1b. Selected Schools Data

Schools	2019-20 F/R Lunch	2018-19 Passed ELA	2018-19 Passed Math	State School Rating
Glenwood	92.90%	17.4%	11.9%	F
Lodge	90.90%	27.5%	13.8%	F
Cedar Hall	93.00%	24.6%	18.0%	D
Lincoln	91.40%	13.3%	12.5%	D

4. NEED FOR PROJECT

1. Data Evidence

Nearly 57% of students within the EVSC are in poverty and as noted above, the focus schools represent some of the highest need and most at-risk students in the district.

Evansville has also been designated as one of only twenty-two Promise Zones in the nation. Promise Zones are high poverty communities where the federal government partners with local leaders to increase economic activity, improve educational opportunities, leverage private investment, reduce violent crime, enhance public health and address other priorities identified by the community. The four focus schools are located directly in the Promise Zone (PZ) and connected to the PZ goal of increasing educational opportunities through community schooling (described further in Section 6.2-Community Needs). Community learning centers are a key aspect of this strategy.

The EVSC is applying for a 21st CCLC grant to continue and expand year-round enhanced learning programs to address the significant learning needs of students and families as evidenced by poor achievement, at-risk demographic characteristics, and social and emotional behaviors.

Student Achievement Data

Across focus schools, there are low pass rates for elementary students in both ELA and Math. ELA pass rates range from 5.6% to 14.8% for 3rd grade, 8.7% to 29.4% for 4th grade, and 13.5% to 25.0% for 5th grade students. Math pass rates are also low, with 13.9% to 27.8% for 3rd grade, 8.7% to 18.4% for 4th grade, and 0% to 17.9% for 5th grade students.

Table 2. Student Achievement Data: 3rd to 5th Grade 2019 ILEARN Pass Rates for Language Arts and Math

School	ELA				Math			
	3 rd	4 th	5 th	# below grade level	3 rd	4 th	5 th	# below grade level
Cedar Hall	8.5%	16.3%	21.4%	128	14.9%	18.4%	17.9%	51
Glenwood	14.8%	29.4%	13.5%	79	14.8%	17.6%	5.4%	94
Lincoln	5.6%	8.7%	17.6%	52	27.8%	8.7%	0.0%	126
Lodge	8.3%	12.1%	25.0%	79	13.9%	12.1%	5.6%	86

Student Demographic Data

As detailed before, over 90% of students in focus schools are defined as 'at risk' or economically disadvantaged. Across these schools, 4.0% to 17.2% of students are English Learners, 1.9% to 6.0% are homeless, and 20.2% to 27.2% have disabilities. 21st CCLC funding will assist our schools in offering a safe structured environment for these students 5 days per week and students benefit significantly from additional academic and small group support.

Table 3. Student Demographic Data: IDOE Compass (2020)												
School	% English Learners	% Homeless (2019)	% Students w/ Disabilities	% Econ. Dis.	% Race/Ethnicity							
					Asian	Afr.-Amer./Black	Hawaiian/Pac. Isl.	Hispanic	Multiracial	Native Amer.	White	
Cedar Hall	1.7	5.4	20.2	93.0	0.0	15.3	0.7	7.7	12.8	0.2	63.4	
Glenwood	11.5	6.0	27.2	92.9	1.5	43.1	3.9	11.8	14.5	0.2	25.0	
Lincoln	4.0	1.9	26.3	91.4	0.0	42.9	1.0	12.6	11.6	0.0	31.8	
Lodge	17.2	5.2	26.6	90.8	0.0	30.9	7.4	18.3	9.7	0.0	33.5	

Student Behavior Data

In addition to the poverty and academic needs described above, students in focus schools exhibit significant social and emotional learning needs. Specifically, chronic absenteeism (defined as students who are absent for at least 10% of the school year) in schools ranges from 7% to 11%, and 7% to 26% of students received an out-of-school suspension. Across all schools, 462 safety and discipline incidents were recorded. 21st CCLC programming will help motivate students to come to school. Mentoring and small groups will foster relationships among students and staff which will support social and emotional adjustment.

Table 4. Behavioral Data: 2018-2019 Attendance, Suspensions, Discipline Incidents				
School	Model Attend Rate	Chronic Absenteeism	Out-of-School Suspensions	Safety & Disc. Incidents
Cedar Hall	78%	7%	7%	54
Glenwood	83%	11%	17%	144
Lincoln	87%	7%	15%	54
Lodge	79%	9%	26%	210

The needs outlined above reflect the most current information available. While data underscore significant needs, the impact on learning caused by COVID-19 will disproportionately impact these students learning needs for years to come. Therefore, it

is likely that the needs identified underrepresent the true need of these students which makes 21st CCLC programming even more essential.

2. Current Programming

EVSC currently holds a Cohort 8 Grant for 4 schools. Over the past 3 years, EVSC met all renewability requirements which means we have secured 4 further years of funding for these schools. This application is to expand 21st C CLC services to 4 new schools as part of Cohort 10 funding. EVSC held a prior Cohort 7 21st CCLC Grant for the focus schools. However, we did not receive Cohort 9 funding in 2018. Despite the absence of 21st CCLC funding for these schools, our district made a commitment to retaining program coordinators and partially funding programming through Title I and other internal funding sources. Our community partners also leveraged funding to continue programs in a limited capacity in schools. We also maintained a commitment to continue evaluation of our programs to ensure programs were high quality. As a result, the EVSC currently offers limited, financially constrained afterschool and family engagement programs at each of these sites, however significant service gaps still exist.

Through prior Cohort 7 funding and programming this past year, EVSC showed promising results across all schools. Students who attended regularly had higher math and reading grades, fewer daily absences, and higher ISTEP scores compared to students who attended fewer days. However, as demonstrated above, the needs facing our students, families, and schools continue to outweigh program availability (high need due to poverty and school wide academic performance). Further, we recognize stronger connections between the school day and CLC can be made. Given the extreme need, as demonstrated by the above data and throughout this application, we will be able to provide a much more robust program for students and families through implementation of the 21st CLCC program. The following service gaps and needs were identified and will be addressed with Cohort 10 funding.

Table 5. Summary of Service Gaps/Needs Across All Sites	
1. Need to serve more students on a regular basis	Previous evaluation of the 21 st CCLC program demonstrates that students attending more regularly have positive academic and behavioral outcomes.
2. Need to ensure all students are receiving core academic services, and priority programming	To enhance and expand our program, schools will ensure that all grade levels receive core academic programs in reading and math, and increase the frequency of all opportunities. All schools will prioritize STEM Programming.
3. Need to provide a high quality, comprehensive and intentional program	To increase overall student achievement and attain performance measures in meeting academic goals, there will need to be a more intentional academic component to programs offered across all sites based on student needs.
4. Need to further strengthen linkages between day-school and extended day programs	We recognize a need to further strengthen the intentional focus of programs on student academic needs that are identified from school wide assessments.

3. Enhance or Expand

As detailed in Section 2., this application will expand EVSC 21st CCLC programs by adding 4 new schools to our cohort of funding and provide an enhancement of existing, limited programs to students and families at the 4 new schools.

Table 6. EVSC 21st CCLC Expansion of Services				
School	RAP Students to be served	Cohort 10 Scheduled Programming	Prior/Current Programs (Weekly Frequency)	Expansion / Enhancement (Weekly Frequency)
GLA	40	130 Days M-F 2:30-5:00pm (Increase of 5 hours per week)	Core Academic Enrichment (Freq. 1-4 days) Other Youth Enrichment: (Freq. 1-2 days)	Core Academic Enrichment (Freq. 2-5) Youth Enrichment: (Freq. 2-4) Y-CAP, Diamonds, Boy Scouts, Girl Scouts, YWCA
Lodge	40	130 Days M-F 2:30-5:00pm (Increase of 2.5 hours per week)	Core Academic Enrichment (Freq. 1-4 days) Other Youth Enrichment: (Freq. 1-2 days)	Core Academic Enrichment (Freq. 2-5) Other Youth Enrichment: (Freq. 2-4) Y-CAP, Diamonds, Boy Scouts, Girl Scouts, YWCA
CH	40	130 Days M-F 2:30-5:00pm (Increase of 5 hours per week)	Core Academic Enrichment (Freq. 1-4 days) Other Youth Enrichment: (Freq. 1-2 days)	Core Academic Enrichment (Freq. 2-5) Other Youth Enrichment: (Freq. 2-4) Y-CAP, Diamonds, Boy Scouts, Girl Scouts
Lincoln	30	130 Days M-F 2:30-5:00pm (Increase of 5 hours per week)	Core Academic Enrichment (Freq. 1-4 days) Other Youth Enrichment: (Freq. 1-2 days)	Core Academic Enrichment (Freq. 2-5) Other Youth Enrichment: (Freq. 2-4) Y-CAP, Diamonds, Boy Scouts, Girl Scouts

We propose to continue providing successful activities based on evaluation findings, while enhancing and expanding core academic, enrichment, and literacy/education for all grade levels by: increasing the number of students and parents served regularly, and strengthening quality through alignment of programs with the day school and best practice.

As detailed in the design section of this application, we will be able to offer a continuous 5-day, 12.5 hours per week program model offering consistency for students over 130 program days. The additional funding will allow us to better diversify the services offered to both students and families allowing us to provide a balanced mix of academic and enrichment opportunities. Similarly, 21st CCLC funds would allow us to formalize contractual agreements with community partners, providing more consistent programs for students and families. The table below illustrates the core strategies to be used to address identified service gaps.

Table 7. Expansion / Enhancement Focus Across All Sites: Core Strategies to Address Gaps	
1. Need to serve more students on a regular basis	Program is designed to provide year-round opportunities for students and regular program review will examine attendance patterns and student engagement in activities. Student and families will provide feedback into program offerings to ensure they have a voice in programming and participation options will allow for ongoing program choice.
2. Need ensure all students are receiving core academic services and priority programming	To enhance and expand our program, schools will ensure that all grade levels receive core academic programs in reading and math and increase the frequency of all opportunities. All schools will prioritize STEM.
3. Need to provide a high quality, comprehensive and intentional program:	While programs have integrated best practices, activities across sites vary in quality. The IN-QPSA (and specialty standards) will allow sites to assess and create an action plan to address afterschool, literacy and STEM specialty standards. PD and evaluation will be embedded to strengthen programs. Ongoing evaluation will include on-site observations and fall/spring student, family and staff surveys to examine program quality and inform action planning.
4. Need to further strengthen linkages between day-school and extended day programs:	Programs will be designed to focus on student needs as identified by school day staff. Professional development will be embedded to ensure after-school staff members are aware of and are implementing day-school teaching strategies. Coordinators will attend technical assistance meetings and hold regular meetings with Curriculum Facilitators.

4. Identify Needs

Schools have identified needs and aligned services via an ongoing needs assessment that involved feedback from school staff, community partners, students and parents. This needs assessment is completed in partnership with the School Community Council (SCC) Afterschool Coalition which allows us to involve all community-based partners. In addition, school improvement planning, examining School Climate Surveys, and examining prior 21st CCLC evaluations (which included a review of spring and fall student and family surveys involving feedback about program quality and offerings, site

observations, and student academic and behavioral performance data) all factor into the needs assessment.

Finally, all four schools have a Site Council comprised of key personnel which include: Site Coordinators, Principals, Project Director, Afterschool staff, Parents, Students and Community Partners. Site Councils work to identify school and community needs and match them with needed resources based on evaluation findings through a successful history of collaboration.

Through this comprehensive ongoing assessment strategy (which includes monthly Site Council meetings; fall and spring staff, parent and student feedback surveys focused on program quality and recommended program content; monthly partner meetings through the SCC Afterschool Coalition; ongoing grade-level teacher meetings), we believe all key stakeholders, including program participants and their families, have a voice in program design. Further, the ongoing nature of this process allows for ongoing involvement from all stakeholders throughout our program which will help to ensure stakeholders' voice and choice informs programming, which we understand as a key principle of high quality programming.

5. **PARTNERSHIPS**

1. **Project Collaboration**

Through the School Community Council (SCC) model, EVSC will work in collaboration with other youth serving agencies to meet all goals and objectives of the grant and integrate direct and indirect funding streams and resources.

Specifically, Site Councils comprised of community partners and school personnel will meet monthly to plan and coordinate resources to avoid duplication, implement, monitor, evaluate, and adjust programs at schools. Site Councils will also work to disseminate information, identify needs and ensure programs meet needs. It is also the responsibility of the Site Council to implement sustainability plans and participate in outreach activities to engage new partners.

Additionally, partners will attend the monthly Afterschool Coalition meetings to coordinate and leverage resources across schools, assist in marketing and recruitment, and provide various in-kind services such as youth development, mentoring, tutoring, case management, and health services.

The coalition was formed through a collaborative structure of community agencies that not only partner with the school but with each other to support quality afterschool programs.

All partners will contribute to: 1. Providing in-kind support, 2. Hiring and supervising (in collaboration with EVSC) staff to support programming, 3. Providing facilities as needed, 4. Providing and attending staff development, 5. Attending Afterschool Coalition Meetings and Site Council meetings, 6. Marketing program successes, and 7. Providing evaluation data to continually improve and sustain programs and services.

The EVSC and partners will combine and coordinate federal, state, and local funding streams. We believe that this resource integration is a major component of long term success. Partner funding contributions and key partner roles are presented below in Tables 8 and 9.

Table 8. Federal, State and Local Funding Integration		Funding
A. FEDERAL:		
U.S Department of Agriculture (lunch, snack program)		\$25,000
21 st CCLC Cohort 8 (.5 Project Director/.5 Secretary)		\$65,000
B. STATE:		
Title I – Transportation, equipment, materials, supplies, parenting programs		\$40,000
Title I – After-school and summer programs (\$100,000); social workers (\$120,000)		\$220,000
Title School Improvement		\$50,000
Title IIB/ICJI		\$76,800
C. LOCAL PROGRAMS:		

EVSC (e.g., staff, salaries/fringe, clerical support, SY custodians, social work services)	\$60,000
School Community Council (afterschool program coordination, full service community schooling)	\$25,000
St. Vincent's Healthcare Services (e.g., dental clinic)	\$25,000
Evansville Parks and Recreation (e.g., Staff and resources for summer programming)	\$100,000

2. Identifying Partners

As described in Section 2.2 (Origin of Partnership), each community partner was identified based on a history of successful collaboration, and specific services provided by their organization (e.g., STEM curriculum, scouting, health/fitness, leadership and character development).

Further, our partners attend respective school Site Councils and have a demonstrated history (over 10 years) in providing high quality programming for EVSC youth and families. All partners provided specific program input and guidance for this application to ensure services were aligned to program needs. Site Councils (comprised of key personnel including Site Coordinators, Principals, Project Director, afterschool staff, Parents, Students and Community Partners) worked to identify school and community needs and matched them with needed resources based on evaluation findings through a successful history of collaboration. This information was vital in completing this application, which as outlined in the Abstract is a community-based application.

Through joint curriculum planning, visioning, evaluation activities, coordination of snacks and summer lunches, shared hiring and staff recruitment, and sustainability efforts, we have demonstrated success in providing educational and related activities that complement and enhance academic performance, achievement, and positive youth development.

Table 9. Key Partners		
Partner	Role	Link to Program Goals
School Community Council	<ul style="list-style-type: none"> Facilitate SCC Meetings which allow for Partnership Collaboration Oversight of ASC Meetings which allow for district collaboration in afterschool programs Provide support in all Site Councils Provide support for all Family Engagement 	<ul style="list-style-type: none"> Academic Behavioral Family
Diehl Consulting Group	<ul style="list-style-type: none"> Evaluate all aspects of 21st CCLC Programming Provide Training for all staff 	<ul style="list-style-type: none"> Academic Behavioral Family
YMCA	<ul style="list-style-type: none"> Youth Programing Services 	<ul style="list-style-type: none"> Behavioral

	<ul style="list-style-type: none"> • Collaboration with other agencies as part of SCC • Partnership with other youth serving agencies to reach district goals for afterschool programs • Participate in all Site Councils • Participate in Family Engagement activities 	<ul style="list-style-type: none"> • Family
YWCA	<ul style="list-style-type: none"> • Youth Programing Services • Collaboration with other agencies as part of SCC • Partnership with other youth serving agencies to reach district goals for afterschool programs • Participate in all Site Councils • Participate in Family Engagement activities 	<ul style="list-style-type: none"> • Behavioral • Family
Boy Scouts	<ul style="list-style-type: none"> • Youth Programing Services • Collaboration with other agencies as part of SCC • Partnership with other youth serving agencies to reach district goals for afterschool programs • Participate in all Site Councils • Participate in Family Engagement activities 	<ul style="list-style-type: none"> • Behavioral • Family
Girl Scouts	<ul style="list-style-type: none"> • Youth Programing Services • Collaboration with other agencies as part of SCC • Partnership with other youth serving agencies to reach district goals for afterschool programs • Participate in all Site Councils • Participate in Family Engagement activities 	<ul style="list-style-type: none"> • Behavioral • Family

3. Volunteers

EVSC is able to identify and communicate needs with over 75 partner agencies through the SCC and Afterschool Coalition. Volunteers play a vital role in provision of service at our schools, in helping to reach program goals.

Recruitment: As a need is identified through the school-based Site Council, organizations will work with us to identify individuals within their organization that can be a part of the 21st CCLC program to help meet that need.

Any individual, regardless of employment status with partner agencies, who will be in an EVSC School working with students is subject to a background check. Background checks are carried out by the Project Director's Secretary.

After a background check is cleared, any individual participating in programs at an EVSC school will then be orientated by that school's Coordinator regarding safety and culture for that building, as tied to the INQPSA Standards.

All background checks must be resubmitted biannually.

Example - Impact on Program Goals: In 2018 21st CCLCs participated in a district wide STEM Competition. At one site, there was a need for an instructor to assist students. Through this process we were able to recruit a volunteer from University of Evansville who led this group in meeting both a need and working towards an academic goal.

6. PROGRAM DESIGN

1. Recruitment Criteria

Glenwood, F Grade; **Lodge**, F Grade; **Cedar Hall**, D Grade; and **Lincoln**, D Grade are all Title I Schools with **>90% poverty**.

Since students in these schools are at-risk academically and socially, programs will target the school-wide population including parents of participating students. Teachers and counselors will guide students toward programs based on academic progress and needs identified from schoolwide assessments and progress monitoring (e.g., NWEA) administered at various times in the school year (fall, winter, spring). Coordinators will work with principals and teachers to engage students and families through parent-teacher meetings and family literacy events. Site Coordinators will attend grade-level team meetings and professional learning communities to share program information, identify students who will most benefit, and review student progress.

2. Community Data

Evansville is located in southwestern Indiana within Vanderburgh County (pop. 181,451 [85.9% white, 9.6% black, 2.7% Hispanic, and 4.5% other]). Our community exceeds state and national poverty rates, with 23.3% below poverty in the city (IN: 13.5%; US: 12.3%), and 9,593 households (12.8%) receiving SNAP. The county (\$44,815) and city (\$36,956) median household income is lower than the state and nation (IN: \$55,182; US: \$57,652). The violent crime rate per 100,000 for the city of Evansville (691.1) is higher than the nation (382.9). In 2016, Evansville was awarded a Promise Zone designation by the Housing and Urban Development (HUD) to implement a systemic community initiative designed around 6 goals: Increase economic development, increase jobs, reduce crime, strengthen educational opportunities, increase access to affordable housing, and increase health and wellness and access to healthcare. The Evansville Promise Zone consists of Evansville's most economically depressed areas with neglected housing and infrastructure, urban decay, under resourced or non-existent neighborhood associations, highest crime rates, and other education, health and community need risk indicators. All four of the targeted schools are located in the Promise Zone. The Evansville Vanderburgh School Corporation (EVSC) serves 22,822 students in 18 elementary, 7 middle, 6 high, 4 K-8, and two alternative schools; 31.7% are nonwhite (68.3% white, 14.7% black/African-American, 9.4% multiracial, 5.1% Hispanic, 1.3% Asian, and 1.0% Nat. Hawaiian or Other Pacific Islander), and 16.5% receive special education services. Over the last 20 years, the EVSC has seen a 47% increase in poverty (39% in 2000 to 57% in 2020). Over the last 10 years, EVSC has seen a 50% increase in ESL students. Over the last five years, EVSC has averaged a little over 500 students identified as homeless under the McKinney-Vento definition.

3. Parental Involvement

The EVSC Center for Family, School, and Community Partnerships supports schools in the development of a comprehensive family engagement (FE) plan designed around core elements of Positive Behavioral Intervention and Supports (PBIS). Our plan involves integration of core model strategies within our 21st CCLC program to promote

continuity between school-day and afterschool FE practices for parents of participating students. Evaluation of community needs and resources (Site Councils, Climate/FE surveys, advisory teams) guide the plan: (a) FE teams, including each building principal, at each school work to welcome and engage parents around issues related to their child's education, survey families to understand needs/interest, and provide support to parents in understanding goals and policies (need: involvement in decision-making). (b) Educational attainment activities: A variety of programs and services will be provided across sites to promote parental involvement and family literacy: Grade-specific family programs will be intentionally designed around grade-level needs (e.g., standards) and offered monthly. A major focus will be to provide families with literacy and educational development. Ongoing parent programming: Open library, and parenting education will be provided throughout the program based on parent input (surveys, PBIS/FE Teams). Each CLC Site will work with the Executive Director of Community Schools and Family Engagement to coordinate programs (need: focus on literacy and support). We will offer programs at different times and different locations, in collaboration with community partners in order to meet the needs of our working parents who have non-traditional schedules. This will include events that are located at school sites as well as in the community, furthermore we will hold events before school and after school (immediately after school and later in the evening). (c) Alignment of 21st CCLC with EVSC FE Policy/Guidelines: EVSC partnered with PTA, Teachers Association, school staff, parents, and partners to develop FE policy/guidelines. The Executive Director of Community Schools and Family Engagement will train 21st CCLC coordinators and staff on this policy, along with key FE practices to promote continuity in FE work throughout each school (need: consistency among staff in FE practices); and (d) RDS Parent Access: Research through Harvard supports the premise that parents who access student electronic grades and information are more likely to be involved in the child's education. Therefore, a core goal for each school is to increase the percent of parents who are accessing EVSC's RDS Parent Access portal. This will include parent training and ongoing reinforcement.

4. Snack and /or Meals

Afterschool snacks will be provided for every student at each of these sites on a daily basis. EVSC has provided daily nutritious breakfast/afterschool snacks and a summer lunch program for participating students for the past 16 years. Meals are acquired and distributed through EVSC food service (FS) personnel and are aligned with USDA requirements (Procedure: FS Director files required forms and acquires meals through regular district food vendors, FS personnel administer USDA meals, students enter pin number prior to meal, student receives meal, FS files report).

5. Weekly Schedule

While specific activities will be tailored to the unique learning needs and interests of students and families, a similar schedule will be employed across each site. All students will attend afterschool activities consisting of snack, homework/tutoring, academic enrichment, youth enrichment and recreation. While a formal summer program will not be funded through 21st CCLC, EVSC will offer a summer program and will continue to engage partners and coordinate support.

Table 10. Detailed Weekly Schedule for Cedar Hall, Glenwood, Lincoln, and Lodge		
School Year–Hours per day (12.5 hrs per week afterschool)		
	Weekday AS	Evening
Hours with Students	2.5hrs	<i>Hours will vary throughout the year.</i>
Hours with Family members	1.5hrs per month (minimum of 1 FE Event per site, per month)	
Number of days per week	5	
Total Program Hours	340 hours per site	

Table 11. Daily Afterschool Schedule for ALL SITES	
Time	Activities
2:30 – 3:00pm	Snack
3:00 – 3:30pm	Homework / Mentoring / Study Tables / Tutoring
3:30 – 5:00pm	Core Programming: Academics / Enrichment / Community Partners
5:00pm	Activities Conclude – EVSC Bus Transportation Departs

6. Alignment to Standards

All program activities will be aligned to both Indiana Afterschool Standards and Indiana Academic Standards.

Indiana Afterschool Standards: Each year, as part of the Program Implementation and Evaluation Plan, all sites will self-assess using the Indiana Afterschool Network (IAN) Top 10 Standards and as part of the STEM Priority Focus, all sites will also self-assess using the IAN STEM Specialty Standards.

Site staff will review both the standards and the assessment tool at the beginning of each program year. This is part of the “All Staff Start-Up Training” as detailed in the Professional Development Plan, Section 10.

This will drive staff and sites to align directly with the standards from the planning stage onwards.

At any site where the program activities do not meet standards, the self-assessment tool will highlight areas which need to be improved as part of a site action plan. As this information is disseminated among stakeholders, there will then become a concerted effort from all involved to ensure activities are aligned which will support achieving overall program goals.

Indiana Academic Standards: All program activities must be linked to Indiana Academic Standards in order to meet performance measures.

5 of the 10 Performance Measures as detailed in Table 18., are linked to students’ academic success. In order to meet these objectives, students must be participating in activities throughout the year which are linked to the academic standards and will help them in achieving better grades at the end of the year.

7. Staff Recruitment and Retention

The Full Service Community Schools model which EVSC uses to address the needs of underserved students and families through the service of the 21st CCLC grant has a universal strategy of creating an equity framework throughout all aspects of the work, but specifically in the area of recruitment and retention. This work is overseen by EVSC's Chief Diversity Officer, who is part of the Chief of Staff's office.

EVSC has a robust, multi-step, multi-level hiring process to ensure that the process is an equitable one. When any position becomes vacant or a new position is created, the job posting is posted on the EVSC Applicant Tracking website for at least five business days. Hiring administrators review all the applicants once the posting has closed. For each position it is recommended that at least three candidates are interviewed. To ensure fidelity in the process, two administrators must be present during the interviews. Each applicant is then scored based on an impartial, standardized rubric. Once the best candidate has been selected, the hiring administrator will contact the applicant's references both professional and personal. The hiring administrator will send a recommendation for the applicant to the Human Resources (HR) department. Human Resources will further review the candidate, the process and the overall recommendation. Once reviewed, HR will contact the applicant to begin the mandatory background check process. Once the background check is completed and approved, HR contacts the applicant with an official offer of the position.

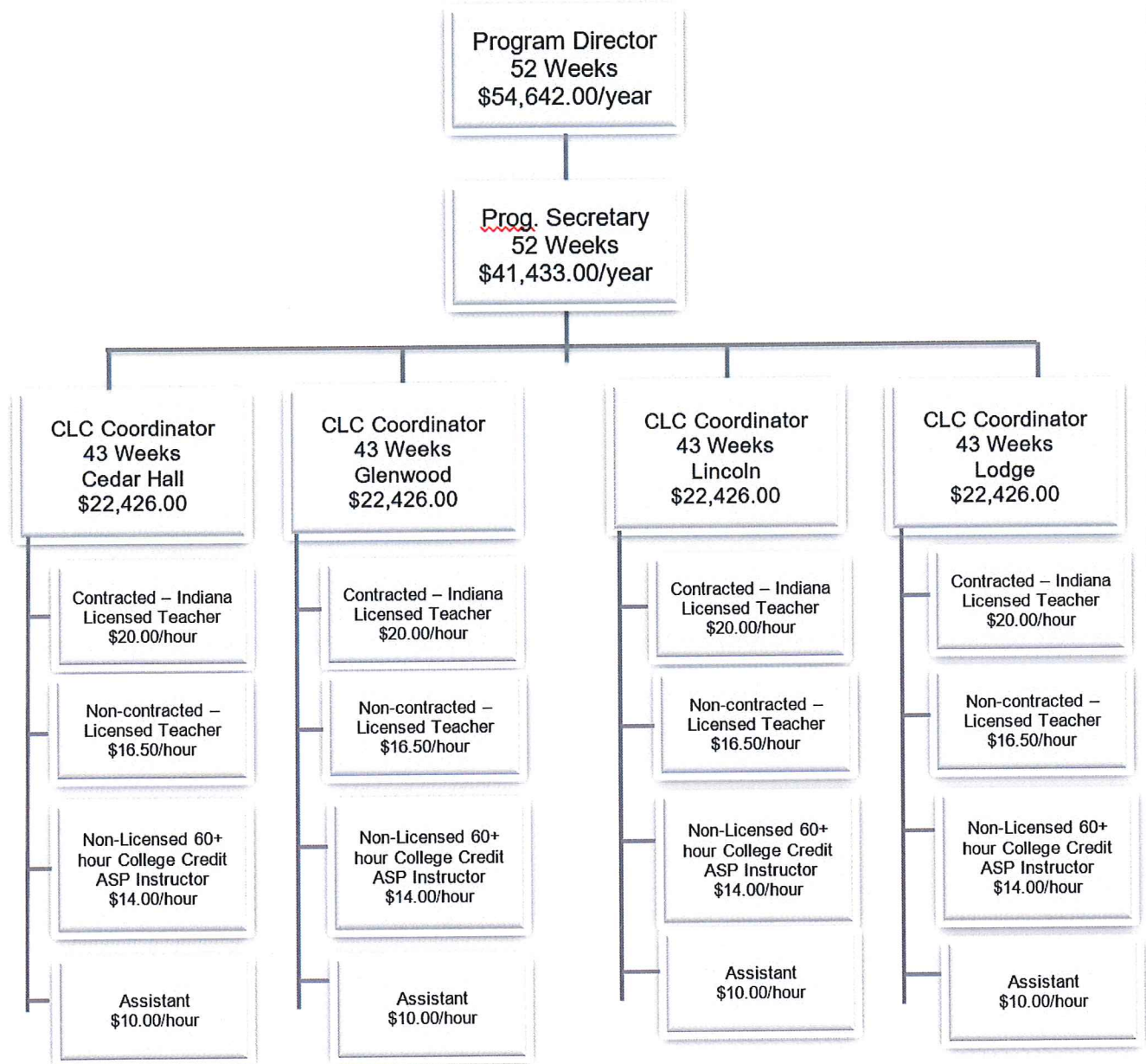
Furthermore, EVSC has taken additional steps to ensure it remains at the front of this work in the 21st CCLC field by engaging Indiana Department of Education in a conversation about equity and diversity in the hiring process. From this conversation, we have ensured that when we have vacancies we are communicating these vacancies through our partners who are based in the community and connected to the neighborhoods where our students reside thus encouraging more applicants from more diverse groups. We have also developed a script for interviewing all candidates, one which has more inclusive questions for all candidates that allows for the sharing of transferable, personal experiences that help the interview team to understand how a candidate will succeed in this environment. The ultimate goal in this process is the recruitment and long-term retention of the best candidate available for this role. EVSC places emphasis on creating experts in their own environment and believes that staff become exponentially more successful as they grow in their roles. In 2020 and beyond, we are committed to recruiting and developing a quality team of staff who culturally represent the students that we serve so they can play a key role in the success of students and families who are enrolled in EVSC's 21st CCLC Program.

In 2020 EVSC completed a reclassification from Site Coordinator to Community Learning Center Coordinator. This reclassification included a 40% pay increase for staff which ensures that staff have relevant, livable wage as per the United Way of Southwestern Indiana's ALICE (Asset Limited, Income Constrained, Employed) Report.

As part of the retention process, each coordinator is responsible for developing a personalized Professional Development (PD) Plan. Each PD plan will be underpinned by continual employee coaching. This allows us to grow staff in areas they wish to develop in which will ultimately improve long term retention. Staff will be able to select options from a professional development menu that best suits their needs, both professionally and personally. Funds have been allocated for staff to attend Multi-State, State or Regional Trainings if that best suits their plan.

As part of the retention process, EVSC will fully support staff who participate in the Child and Youth Care Worker Certification (CYC). The CYC certification is a national credential for child and youth care work practitioners. It is based on a three-tiered system beginning with Entry Level and includes Associate and Professional Levels. CYC certification allows practitioners to demonstrate their development as professionals and participate in true career development. EVSC will fully fund all costs associated with any staff person participating in the credentialing process. In completing an individualized PD Plan, staff will be asked to identify not only areas for growth, but areas of strength which we will focus on as we continue to grow staff in these areas.

Table 12. EVSC 21st CCLC Organization Chart



7. EVIDENCE OF PREVIOUS SUCCESS

EVSC has been a 21st CCLC federal/state recipient for the past 20 years. Continually receiving state funds over this prolonged period of time is not only a reflection of the commitment from all stakeholders detailed in this application, but a reflection of EVSC's ability to deliver success when administering 21st CCLC programming within our district. This section presents evidence of EVSC's success in Recruitment and Retention through presentation of regularly attending participants (RAPs) data and success in academic attainment through the presentation of academic outcomes.

Over the past two years, EVSC has successfully met the regular program participant goal. As shown in Table 13, EVSC has regularly served more than 2.5 times the number of students required in the 2018/19 academic year.

Table 13. Recruitment and Retention Efforts: Executive Summary Data 2018/19 & 2019/20			
Site	Proposed RAPs	2018/19 Actual RAPs	2019/20 Actual RAPs
McGary	38	87	49
Dexter	30	86	40
Washington	38	100	83
Caze	30	87	69
Total	136	360	241

Over the past two years, RAPs have met all academic performance measures for both ELA and Math (Table 14).

Table 14. Attainment of Academic Outcomes for Student Participants: Executive Summary Data 2018/19 & 2019/20				
Site	Performance Measure	Target	2018/19 Outcome	2019/20 Outcome
McGary	RAPS earn a "C" or better or increase ELA grade from fall to spring.	50%	83%	78%
	RAPS earn a "C" or better or increase math grade from fall to spring.	50%	91%	96%
Dexter	RAPS earn a "C" or better or increase	50%	95%	91%

	ELA grade from fall to spring.			
	RAPS earn a “C” or better or increase math grade from fall to spring.	50%	72%	94%
Washington	RAPS earn a “C” or better or increase ELA grade from fall to spring.	50%	64%	85%
	RAPS earn a “C” or better or increase math grade from fall to spring.	50%	84%	73%
Caze	RAPS earn a “C” or better or increase ELA grade from fall to spring.	50%	98%	97%
	RAPS earn a “C” or better or increase math grade from fall to spring.	50%	84%	90%

EVSC offers continual professional development for all staff. The Professional Development Plans from the past two program years are provided below (Tables 15 and 16).

Table 15. 2018/19 Professional Development Plan	
PD Activity/Provider	Expected Staff Outcomes
Kick-off Meetings (overall and sites): Project Director/Coordinators/Partners	Understanding of grant guidelines, expectations, and overall quality standards (IN-QPSA/STEM and Literacy Priorities)
Monthly Site Coordinator Meetings (Logistics/EZReports & Safety training) (Provider: Project Director, Community Liaison)	To increase accuracy of data collection, knowledge of updates to coordinator responsibilities, share group needs and collaboration of 21 st CCLC site. CPR & First Aide certification, EZReports training.
Monthly Afterschool Program Team Meeting & School-based Site Councils (Provider: School Community Council/Afterschool Programs Team)	Establish and maintain partnerships between agencies and CCLC. Discuss needs to produce solutions and provide quality youth programs. Schedule PD as needed for CBO staff working in CCLC programs.

PBIS Staff Training (Provider: School Administrators)	PBIS training will be provided for all after school staff, including non-instructional staff. The purpose is to ensure that all staff are handling praise and discipline in the manner established by schools. Consistency between the regular school day and 21 st century program will be a key in student learning.
Weekly School Day Team Meetings & Quarterly Afterschool Staff Training (Provider: Principals, Site Coordinator & Project Director); EVSC Teacher PD; STEM and Literacy Research-Based Programs-see below (EVSC PD Coaches)	Increase school day connection to afterschool programs by addressing specific student needs, participation in afterschool programs, and designed intentional or intervention programs through afterschool programs or community partners. Ensure fidelity in implementation of research-based programs.
Family Engagement (FE) Committees/Bi-monthly meetings; FE training; Family Literacy/Math workshops; 21 st Century Scholars (Provider: FE Director, EVSC staff, parents, Site Coordinators, Afterschool Instructor, etc.)	Increase staff knowledge of effective FE strategies. Impact parent involvement and ability to work with their child toward academic improvement. Provide parents of participating students opportunities to inform program content.
IYI Kids Count Conference; Beyond School Hours Conference (Provider: Indiana Youth Institute Foundations)	Connect with other youth development workers to exchange ideas, share information, discuss challenges, and forge solutions in afterschool programs. Increase professional development and obtain new skills/strategies to train staff in programs.
Required Trainings	
Grantee Orientation (Provider: IDOE)	New program coordinators (core staff) will receive overall orientation to the program and requirements.
21 st CCLC Fall Training in Indianapolis (Provider: IDOE)	Ongoing information sharing on requirements and networking with grantees.
21 st CCLC Fall Training in Indianapolis (Provider: IDOE)	Ongoing information sharing on requirements and networking with grantees.
Regional Trainings (Multistate and Statewide) (Provider: IDOE and partners)	Understanding of best practices, resource sharing and specific training in priority areas.
21 st CCLC Professional Development Academy (Provider: To be determined)	Specific training mapped to identified program needs both determined by sites and IDOE.
USDOE Summer Institute (Note: will be attended in YR2) (Provider: USDOE)	Understanding of national best practices, resource sharing and specific training in priority areas.

Table 16. 2019/20 Professional Development Plan

Training Name	Provider	Training Objective	Impact on Program Quality	Staff Participation (Staff Titles & Number of Participants)	Hours of Training	CYC Competency Alignment (if applicable)
Site Coordinator Start-Up Training	EVSC / Diehl Consulting	Understand previous year's performance / Action plan of upcoming program year	Ensure that RAP and Academic Markers are met	EVSC Prg. Dir – 1 YMCA Prg Dir - 1 Prog Secretary – 1 Evaluators – 2 CH8 Site Co. – 4 YMCA Site Co – 3 CH7 Site Co – 4 Community Partners - 6	24 – 32 Hrs	Professionalism Cultural & human diversity Applied human development Relationship & communication Developmental practice methods
Multi State Conference	State DOE	DOE / CLC Best Practice	DOE / CLC Best Practice	EVSC Prg. Dir – 1 Site Coordinators as appropriate for Individual PD Plan	24 Hrs	Professionalism Cultural & human diversity Applied human development Relationship & communication Developmental practice methods
IYI BKC Conf	IYI	Youth / Organizational Best Practices	Youth / Organizational Best Practices	EVSC Prg. Dir – 1 Site Coordinators as appropriate for Individual PD Plan	24 Hrs	Professionalism Cultural & human diversity Applied human development Relationship & communication Developmental practice methods
INQPSA Training	EVSC	Preparation for INQPSA	Efficient and Beneficial INQPSA Process	EVSC Prg. Dir – 1 YMCA Prg Dir - 1 Prog Secretary – 1 Evaluators – 1 CH8 Site Co. – 4 YMCA Site Co – 3 CH7 Site Co – 4	4 Hrs	Professionalism Cultural & human diversity Relationship & communication
Semester 1 Review / Semester 2 Planning Meeting	EVSC	Review Semester 1 / Plan Semester 2	Ensure that RAP and Academic Markers are met	EVSC Prg. Dir – 1 YMCA Prg Dir - 1 Prog Secretary – 1 Evaluators – 2 CH8 Site Co. – 4 YMCA Site Co – 3 CH7 Site Co – 4	4 Hrs	Professionalism Cultural & human diversity Applied human development Relationship & communication Developmental practice methods
IAN Summit	IAN	Youth / Organizational Best Practices	Youth / Organizational Best Practices	EVSC Prg. Dir – 1 Site Coordinators as appropriate for Individual PD Plan	24 Hrs	Professionalism Cultural & human diversity Applied human development Relationship & communication Developmental practice methods

EVSC had an official Monitoring Visit in January 2019. At this time Indiana Department of Education (IDOE) recommended that no corrective actions or evidence was required by the grantee.

Program highlights that were noted by the IDOE Grant Specialist included the success of programs in place to provide students targeted assistance while being highly engaged in a wide variety of program options and there being evidence of strong relationships between students and staff.

8. **PROGRAM IMPLEMENTATION**

1. **Evidence Based Programming**

Core Activities have been designed to meet all performance measures and will include Evidence or Research Based (RB) activities as part of the overall strategy. Activities selected have shown evidence of recent success and are highly engaging among the student population as well as being most likely to help students achieve goals and objectives.

A summary of specific activities and the goal area they will meet is provided in Table 17. As shown in Table 18, activities are aligned with objectives, and performance measures and are clearly measurable and realistic. Objectives, activities, and assessments are designed to directly support the goals.

Table 17. Summary of Core Activities Tied to Objectives/Performance Measures (Activity Examples): Note: All programs are tied to IN Standards; selected Research-Based Curricula noted as "RB"		
Core Activities	Activity Examples	Program Goals
1. Remedial education/academic enrichment tied to Indiana standards	Homework Help, Study Tables	Academic
2. Literacy/Writing/Grammar	Book clubs, literacy centers, Benchmark Reader's Theatre (RB)	Academic
3. Mathematics and STEM education	Math Club, Chess Club, Year round /STEM programming and Afterschool Kidz Math (RB) , Everyday Math (RB)	Academic
4. Cultural programs	Choir/Instrumental Music/Band; Children's Museum hands-on exhibits	Academic
5. Tutoring services/mentoring:	UE/USI Tutors, YMCA Y-CAP/Diamonds/CCR; YWCA Live Yers; College Mentors for Kids	Academic
6. Homework Assistance	Homework Help YMCA Y-CAP/Diamonds; YWCA Live Yers;	Academic
7. Health and Active Living activities	Girls/Boys Basketball, Volleyball, Open Computer Labs & family night, SPARK (RB) , Scouting	Academic Behavioral
8. Technology education programs	Computer Club, Online math/reading programs	Academic
9. Expanded library service hours	Family Media Night	Family
10. Programs that promote parental involvement and family literacy	Grade specific programs, family math literacy nights, coffee chats, Comprehensive Family Engagement Plan (ongoing)	Family

	YMCA Y-CAP/Diamonds; YWCA Live Yers; Scouting	
11. Drug and violence prevention, counseling, character education	YMCA Y-CAP/Diamonds; YWCA Live Yers; Scouting	Behavioral

2. Table: Objectives, Activities, Performance Measures and Assessment Strategies

The EVSC proposes to serve 40 students at Cedar Hall, 40 at Glenwood, and 40 at Lodge, and 30 students at Lincoln for 45 or more days in programming as the regularly attending participant (RAP) goal targets. The table below includes required goals and identified performance measures. ***Rationale for Performance Measure Targets:*** Performance measure targets were developed in collaboration with our program evaluator, school leadership, student and family needs, and included a review of prior performance (grades, NWEA results, state assessment results and school behavior/attendance). Measures and targets were also aligned with each school's improvement plan.

Table 18. Cedar Hall (CH), Glenwood (GLA), Lincoln (LIN) and Lodge (LOD): Objectives Activities, Performance Measures and Assessment Strategies

Note: As noted on page 40 of the RFP, programs are required to develop separate tables for specific program sites, if they serve youth in different types of schools (e.g., elementary and middle/high schools). Due to page limits in this section and since all sites are serving elementary students, the table below represents all sites.

Program Goals	Program Objectives	Core Activities (Table 17.)	Performance Measures	Assessment Strategies
1) Improve academic achievement	1.1) Increase ELA/Reading achievement among regularly attending participants	<ol style="list-style-type: none"> 1. Remedial education/ academic enrichment tied to Indiana standards 2. Literacy / Writing / Grammar 3. Mathematics and STEM Education 	<p>1.1.1 [Grades K-1] 50% of CH, 50% of GLA, 50% of LIN, and 50% of LOD regular K-1 attendees will earn a passing grade in Reading/ELA on their final report card.</p> <p>1.1.2 [Grades 2-5] 50% of CH, 50% of GLA, 50% of LIN, and 50% of LOD regular attendees will earn a "C" or better or increase their ELA grade from fall to spring.</p> <p>1.1.3 [Grades K-5] 40% of CH, 40% of GLA, 40% of</p>	<p>1.1.1 Final Report Card Grades for Reading/ELA (Spring)</p> <p>1.1.2 Final Report Card Grades for Reading/ELA (Fall and Spring)</p> <p>1.1.3 NWEA RIT Score</p>

	<p>1.2) Increase Math achievement among regularly attending participants</p>	<p>5. Tutoring services / mentoring</p> <p>6. Homework Assistance</p> <p>8. Technology Education Programs</p> <p>9. Expanded library service hours</p>	<p>LIN, and 40% of LOD regular attendees will increase their RIT score (show growth) from fall to spring on the NWEA ELA Assessment.</p> <p>1.2.1 [Grades K-1] 50% of CH, 50% of GLA, 50% of LIN, and 50% of LOD regular K-1 attendees will earn a passing grade in math on their final report card.</p> <p>1.2.2 [Grades 2-5] 50% of CH, 50% of GLA, 50% of LIN, and 50% of LOD regular attendees will earn a "C" or better or increase their math grade from fall to spring. *STEM Priority</p> <p>1.2.3 [Grades K-5] 40% of CH, 40% of GLA, 40% of LIN, and 40% of LOD regular attendees will increase their RIT score (show growth) from fall to spring on the NWEA Math Assessment.</p>	<p>Comparison ELA Assessments (Fall and Spring Administration)</p> <p>1.2.1 Final Report Card Grades for Math (Spring)</p> <p>1.2.2 Final Report Card Grades for Math (Fall and Spring)</p> <p>1.2.3 NWEA RIT Score Comparison Math Assessments (Fall and Spring Administration)</p>
<p>2) Improve social and behavioral outcomes</p>	<p>2.1 Improve social-emotional skills among regularly attending participants</p> <p>2.2 Improve school-day behavior among regularly attending participants</p>	<p>4. Cultural Programs</p> <p>5. Tutoring services / mentoring</p> <p>7. Health and Active Living Activities</p> <p>10. Programs that promote parental involvement and family literacy</p> <p>11. Drug and violence</p>	<p>2.1 50% of CH, 50% of GLA, 50% of LIN, and 50% of LOD students will report that the afterschool program has helped them improve their relationships skills (e.g., making friends, getting along better with classmates) (Quality Improvement Scale).</p> <p>2.2 50% of CH, 50% of GLA, 50% of LIN, and 50% of LOD regular attendees will have no suspensions during the school year.</p>	<p>2.1 Quality Improvement Scale Diehl Survey (Spring)</p> <p>2.2 Suspension data merged with school records</p>

		prevention, counseling and character education		
3) Increase family involvement	<p>3.1 Increase family-child communication about the school day</p> <p>3.2 Increase family engagement with student's education at home</p>	<p>9. Expanded library service hours</p> <p>10. Programs that promote parental involvement and family literacy</p>	<p>3.1 50% of CH, 50% of GLA, 50% of LIN, and 50% of LOD parents will report talking with their child about his/her day at school ("a few times a week" to "daily") (Quality Improvement Scale).</p> <p>3.2 50% of CH, 50% of GLA, 50% of LIN, and 50% of LOD parents will report reviewing their child's grades on assignments and tests ("a few times a week" to "daily") (Quality Improvement Scale).</p>	<p>3.1 Quality Improvement Scale; Diehl Survey (Spring)</p> <p>3.2 Quality Improvement Scale; Diehl Survey (Spring)</p>

9) PROGRAM COMMUNICATION

1. Communication Plan

- a) **School Leadership:** When a funding opportunity is presented, EVSC reviews the RFP and identifies schools who may be eligible for the award. At this point, the opportunity is discussed with EVSC's Superintendent and the Executive Leadership Team which allows Directors of School Supports to nominate specific schools that would be best served through the opportunity. Once specific schools have been decided on, each building principal meets with the Project Director to discuss the operational requirements of the grant and what will be required from each school in order to be involved in the grant opportunity. Once this process is complete, the intent to apply, including all details of the grant is presented to the school board. This process makes certain that over the four year grant period, EVSC administration is aware of the commitment to the 21st CCLC project and ensures that the project will be carried out regardless of any personnel changes that may occur which could impact on a multi-year project. With each building principal being heavily involved in the application process, they clearly understand the requirements of the grant and how the entire school needs to embrace the CLC designation in order to achieve project success. This has a trickle-down effect through communication from building administrators which helps in all areas of programming. School day staff understand the importance of the program and are more inclined to be part of the afterschool staff; school day teachers also better understand the program benefits and help recruit students through conversations with parents. Administrators design schedules to allow afterschool programs to be part of the daily exit transition and have appropriate spaces reserved throughout the building to allow students to have the optimum program experience. Building principals review evaluations and discuss relevant data as part of a continual quality improvement plan with Site Councils, CLC Coordinators and District Administrators.
- b) **School-day staff:** To promote strong connections to the school day a full-time Community Learning Center Coordinator is based in each school and works from 10:00am – 6:00pm each day. In addition, most afterschool staff will be regular day school teachers. These key components allow us to build continuity, from the school day into afterschool programs, as well as meaningful relationships and community with students and families. Each site coordinator has access to EVSC's Student management system, which allows them to access relevant student academic records and monitor student progress against objectives. Coordinators will also attend grade level meetings to exchange data and information with teachers and each school's Data Teams assess academic needs and guide afterschool staff and students towards activities that will help address these needs. Furthermore, small groups or Professional Learning Communities (PLCs) within schools, including the CLC Coordinators will participate in grade-level meetings to monitor ongoing student performance, and afterschool programs are integrated in school improvement plans.
- c) **Community Stakeholders:** When a funding opportunity is presented, EVSC will notify all community stakeholders through the School Community Council and

the Afterschool Coalition of their intent to apply. At this time, we will begin to work with partners on our Program Implementation Model and invite partner proposals for program activities that would support Objectives and Performance Measures as detailed in the application.

On a weekly basis, 21st CCLC community-based program partners will be present, delivering programs as we work together to meet goals and performance measures. As part of the enrollment process, students will be able to select which community partner programs they wish to participate in.

Each partner will lead one group per school in a program that takes place at the 21st CCLC Site.

Table 19. Community Partner Programs

Community Partner	Programs Offered	Location
YMCA	<ul style="list-style-type: none"> • Y-CAP • DIAMONDS • College & Career Readiness 	<ul style="list-style-type: none"> • On site / Partner Location • On site / Partner Location • On site / Community Based
YWCA	<ul style="list-style-type: none"> • Live Yer's 	<ul style="list-style-type: none"> • On site / Partner Location
Boy Scouts	<ul style="list-style-type: none"> • Scouting 	<ul style="list-style-type: none"> • On site
Girl Scouts	<ul style="list-style-type: none"> • Scouting 	<ul style="list-style-type: none"> • On site

- d) Families of program participants:** Parents of all students at 21st CCLC sites will be notified about afterschool programs at the start of each program year. All fliers, enrollment information and program announcements will be disseminated in an understandable and accessible (this includes translations) manner including a description of the services, the program location, and how to access the program. Site Councils at each site will review information for readability, and EVSC will assist with multi-format messaging through EVSC Connect Ed (phone and text messaging system), student grade books, and published calendars.

Student progress and program information will be shared in parent-teacher conferences, Title I Annual Parent Meetings, in Title I Parent Compacts and through RDS Parent Access. All partners will be responsible for and actively involved in the plan, writing articles, sharing information in Site Councils and community, and recruiting students and parents. A variety of methods will be used to disseminate information (e.g., newsletters, church meetings, afterschool fairs, community block parties, PTA, EVSC Connect-Ed, Lights on Afterschool). We will work with the EVSC Foreign Language Supervisor to disseminate information to LEP students. Materials will include the 21st CCLC logo.

2. 21st CCLC Terminology

The EVSC has been implementing 21st CCLC programs across the district for nearly 20 years. As such, our community and district understand the value of the program for children and families and have supported the program in many ways in our local community, across the state, and nationally. 21st CCLC logos will be included in school newsletters, staffing and Site Council agendas, program enrollment forms, websites, coalition meeting materials, fliers, signage throughout the building, and all communications related to the program.

10) PROFESSIONAL DEVELOPMENT

1. Table 20. Professional Development Plan

Training Name	Provider	Training Objective	Impact on Program Quality	Staff Participation (Staff Titles & Number of Participants)	Hours of Training	Total Cost	Funds were used to pay for training?	Date of Training	CYC Competency Alignment (if applicable)
All Staff Start-Up Training	EVSC / Diehl CCG	Understand prior year performance / Action plan of upcoming program year	Ensure that RAP and Academic Markers are met	EVSC Prg. Dir – 1 Prog Secretary – 1 Evaluators – 2 CH10 CLCCs – 8 Community Partners - 6	24 – 32 Hrs	\$5000	100% 21 st C CLC	July 2021	Professionalism Cultural & human diversity Applied human development Relationship & communication Developmental practice methods
Multi State Conference	State DOE	DOE / CLC Best Practice STEM	DOE / CLC Best Practice	EVSC Prg. Dir – 1 CLCCs as appropriate for Individual PD Plan	24 Hrs	\$500 - \$700 P.P	90% 21 st C CLC 10% EVSC in kind	Oct 2021	Professionalism Cultural & human diversity Applied human development Relationship & communication Developmental practice methods
IYI BKC Conf	IYI	Youth / Organizational Best Practices STEM	Youth / Organizational Best Practices	EVSC Prg. Dir – 1 CLCCs as appropriate for Individual PD Plan	24 Hrs	\$500 - \$700 P.P	90% 21 st C CLC 10% EVSC in kind	Nov / Dec 2021	Professionalism Cultural & human diversity Applied human development Relationship & communication Developmental practice methods
INQPSA Training	EVSC	Preparation for INQPSA	Efficient and Beneficial INQPSA Process	EVSC Prg. Dir – 1 Prog Secretary – 1 Evaluators – 1 CH10 CLCCs – 8	4 Hrs	\$500	90% 21 st C CLC 10% EVSC in kind	Dec 2021	Professionalism Cultural & human diversity Relationship & communication
Semester 1 Review / Semester 2 Planning Meeting	EVSC	Review Semester 1 / Plan Semester 2	Ensure that RAP and Academic Markers are met	EVSC Prg. Dir – 1 Prog Secretary – 1 Evaluators – 2 CH10 CLCCs – 8	4 Hrs	\$5000	100% 21 st C CLC	Jan 21	Professionalism Cultural & human diversity Applied human development Relationship & communication Developmental practice methods
IAN Summit	IAN	Youth / Organizational Best Practices STEM	Youth / Organizational Best Practices	EVSC Prg. Dir – 1 CLCCs as appropriate for Individual PD Plan	24 Hrs	\$500 - \$700 P.P	90% 21 st C CLC 10% EVSC in kind	Apr 21	Professionalism Cultural & human diversity Applied human development Relationship & communication Developmental practice methods
Total Estimate Cost					\$6,189 Budget Item Cost + \$10,500 Salary / Contract	% of Total Budget		4.5%	

2. Assessment

As noted in the PD Plan, all full-time staff attend a start-up training at the beginning of each program year. This training is provided by EVSC Administrators as well as Diehl Consulting Group, EVSC's Evaluator. Using prior year data, staff will review successes and areas for growth across the entire district and then look specifically at each site. Using this data and a professional development menu, each staff person will begin to work on completing an individual, personalized professional development plan. As well as identifying areas of growth, staff will be encouraged to identify areas of strength in order to continue to build in these areas (Gallup Strengthsfinder). Professional development will be tailored to each staff persons professional and personal needs. We understand that it is not always possible for all staff members to participate in multi-state / state or even regional trainings, therefore we will have options that range from multi state to local training opportunities. All full-time staff meet with the Project Director bi-weekly. All PD plans are reviewed and progress is tracked over the course of the year. Flexibility is key in this process, and as needs become identified, the PD plan can be edited and updated.

Table 21. Staff Professional Development Options

Staff Classification	Training Options Available	Impact on Program Quality	Training Outcomes (Related to Goals & Objectives)
Full Time Administrative Staff	<ul style="list-style-type: none"> • National Conference • Multi State Conference • IYI BKC Conference • IAN Summit 	<ul style="list-style-type: none"> • National Best Practices • DoE / CLC Best Practice • DoE / CLC Best Practice • DoE / CLC Best Practice 	<ul style="list-style-type: none"> • Achievement • Behavioral • Family
Community Learning Center Coordinators	<ul style="list-style-type: none"> • Multi State Conference • IYI BKC Conference • IAN Summit • EVSC Academic / Education Training • EVSC Behavior / SEL / PBIS Training 	<ul style="list-style-type: none"> • DoE / CLC Best Practice • DoE / CLC Best Practice • DoE / CLC Best Practice • Continuation of school day to afterschool • Behavior Management best practice 	<ul style="list-style-type: none"> • Achievement • Behavioral • Family

	<ul style="list-style-type: none"> • EVSC Family Engagement Training 	<ul style="list-style-type: none"> • Family Engagement best practice 	
Afterschool Program (Direct Service) Staff	<ul style="list-style-type: none"> • EVSC Academic / Education Training • EVSC Behavior / SEL / PBIS Training 	<ul style="list-style-type: none"> • Continuation of school day to afterschool • Behavior Management best practice 	<ul style="list-style-type: none"> • Achievement • Behavioral • Family
Community Partner (Direct Service) Program Staff	<ul style="list-style-type: none"> • Multi State Conference • IYI BKC Conference • IAN Summit • EVSC Academic / Education Training • EVSC Behavior / SEL / PBIS Training • EVSC Family Engagement Training 	<ul style="list-style-type: none"> • DoE / CLC Best Practice • DoE / CLC Best Practice • DoE / CLC Best Practice • Continuation of school day to afterschool • Behavior Management best practice • Family Engagement best practice 	<ul style="list-style-type: none"> • Achievement • Behavioral • Family

11)EVALUATION

1. Evaluation Plan. Using summative and formative data, the evaluation plan measures progress toward implementation of evidence based programming and the Goals, Objectives, and Performances Measures described in **Section 8**. It also allows for regular reporting and ongoing program improvements consistent with the program design (**Section 6**). Diehl Consulting Group (DCG) has been selected to serve as the local evaluator for this project (see attached MOU). **Type of data to be collected.** Data sources have been identified for each of the performance measures listed in **Section 8**. Data collection will include site observations, stakeholder surveys, demographics, program attendance, school achievement data, and school suspension data. Data are described in detail in Table 22. **When data will be collected.** Timelines for data collection are included in Table 22. Data will be collected and entered into Cayen based on availability from the district. The district will provide academic data, and program staff will enter/import these data into Cayen. DCG staff will support this process by overseeing data imports into Cayen, ensuring quality and minimizing manual entry. Staff will collect and enter daily attendance into Cayen. Program staff will administer surveys, and evaluators will enter/analyze the data. DCG staff will provide ongoing technical assistance to assure quality of data collection/entry. **Instruments used to collect data.** Instruments have been developed/identified to address all aspects of the evaluation plan (see Table 22).

Table 22. Data Sources, Instruments, and Data Collection Timeline	
Data Type/ Collection Timeline	Instrument/Data Source Description and Associated Performance Measures (PM) from Section 8
Demographics: <i>Ongoing</i>	Cayen: Grade level, race/ethnicity, lunch status, sex, age, education program. Demographics will serve as independent variables in analyses of participant attendance and performance, as appropriate. <i>PM: All</i>
Achievement: <i>Spring (Annually)</i>	Student Report Card Grades (K-5): The evaluation will examine K-1 participants' final semester report card grades and fall to spring grades for students in grades 2-5 (reading, math). <i>PMs: 1.1.1, 1.1.2, 1.2.1, 1.2.2</i> NWEA (K-5): Fall and spring RIT scores from the NWEA will be examined to measure within year change. (ELA, math). <i>PMs: 1.1.3 & 1.2.3</i>
Attendance: <i>Entered weekly and submitted monthly</i>	Cayen: (a) Number of attendees; (b) number and percentage of regular attendees (45 days); (c) number and percentage of students by attendance gradation level (1-29 days, 30-59 days, and 60+ days); (d) number of sessions provided; (e) number of program days provided; (f) number of students enrolled; (g) total attendance days and (h) average daily attendance. <i>PMs: All & Number of Students Served</i>
Teacher Perceptions of Student Outcomes: <i>Spring (Annually)</i>	DOE Teacher Survey: This survey includes 11 items related to specific improvement in (a) class participation, (b) getting along well with other students, (c) behaving well in class, (d) academic performance, (e) helping others, (f) completing assignments, (g) responsible decision-making, (h) self-confidence, (i) accepting responsibility for actions, (j) identifying emotions, and (k) homework completion. <i>Required USDOE</i>

	<i>measure. Data will be used for program quality review and ongoing process evaluation.</i>
Stakeholder Perceptions of Program Quality: <i>November and April (Annually)</i>	Quality Improvement Scale: The Quality Improvement Scale is a customizable, multi-item instrument created to measure five domains of afterschool quality: Environment and Climate, Relationships, Youth Participation and Engagement, School Day and Afterschool Linkages, and Parent/Family/Community Partnerships. Additionally, this scale includes items to measure school adjustment behaviors, parental engagement, and overall program satisfaction. <i>PM: 2.1</i>
Site Observations: <i>Fall and spring (Annually)</i>	IAN Standards-Based Observation: An observation tool developed by DCG staff that assesses the presence of State afterschool standards. DCG will conduct site observations twice per year at each site. <i>PM: Quality assessment is a process measure that impacts all performance measures</i>
Behavior: <i>Spring (Annually)</i>	Suspensions: Number of in-school and out-of-school suspensions. <i>PM: 2.2</i>

Use of evaluation data to drive program improvement: The Program Director, staff, and stakeholders, in partnership with DCG, will utilize program evaluation data to make necessary program improvements. Four strategies demonstrate how data will be shared among stakeholders and used to inform adjustments needed to improve the program.

Strategy 1: DCG has developed a Program Improvement Worksheet that will accompany reports provided to the program. The worksheet includes areas for improvement, program staff comments, proposed improvement strategies, resources needed, and a timeline. This worksheet will be completed by staff in collaboration with evaluators to guide the development of improvement strategies, and the worksheets will support program improvement meetings. **Strategy 2:** Program improvement will be incorporated into regular staff meetings, and reports/improvement worksheets will be reviewed in staff meetings as applicable. Staff will be encouraged to contribute to planning. Through the Site Council and IN-QPSA team, multiple stakeholders (including school staff, parents, and students) will guide the program improvement process. These groups will review evaluation data and vet program improvement plans. DCG staff will be available to support these processes throughout the grant. **Strategy 3:** A Continuous Quality Improvement (CQI) model utilizing formative and summative evaluation strategies and reports described in this section will be employed. This framework includes: (1) Document program components that worked well, and those that did not, to ensure that future implementation will also be successful and areas of improvement identified, and (2) assess what program components did not work well (or worked particularly well) for specific populations (e.g., 5th grade females) in order to identify specific areas of continued focus and improvement. Student achievement data will provide strengths and areas of needed growth for students, and from these data, program staff will create individualized instruction and/or develop groups that target specific needs. Aggregated academic data will provide insight on the strengths and weaknesses of specific services, and staff can create new programs and services to aid students in these areas. All data will guide professional development, sustainability, and program content changes. **Strategy 4:** Evaluation is tied to school improvement plans. Each grade level has a Professional Learning Community (PLC). Evaluation data will be

provided to schools and used in these grade level PLC meetings to identify progress or lack of progress being made. In addition, PLCs will also be used to identify students who may benefit from programs and the specific academic needs that need to be targeted. As described in the following section, DCG instruments and reporting are aligned with the IDOE guidelines and the IN-QPSA process. Afterschool Standards will be incorporated into the evaluator recommendations where applicable.

2. Local Evaluator. As noted above, Diehl Consulting Group (DCG) has been selected to serve as the local evaluator. During the last 20 years, DCG has provided evaluation services to over 75 federal, state, and locally-funded afterschool sites.

Table 23. Select Experience
DCG staff include three senior consultants, four consultants, one assistant consultant, and several field consultants with varying expertise. DCG provides objective evaluation and consultation to statewide and community-based organizations, as well as school districts. DCG has extensive experience in conducting process and outcome evaluations for local, state, and federal grant initiatives, foundations, education, and non-profit organizations. DCG staff have experience in youth development (including afterschool), education, social work, human resources, community health, industrial organizational psychology, applied experimental psychology, public administration, communication, economics, instructional design, advanced statistics and analytics, quantitative and qualitative research design, and grants management.
DCG has served as Indiana's state evaluator for 21 st CCLC since 2018.
DCG staff include a former 21 st CCLC Project Director responsible for the management of four state and federal 21 st CCLC grants and a former 21 st CCLC assistant program director/site coordinator responsible for the administration of programming at two state-funded 21 st CCLC programs.
DCG previously subcontracted for five years with the American Institutes for Research (AIR) as part of the national evaluation of 21 st CCLC and is currently partnering with AIR on the statewide evaluation of 21 st CCLC in Texas.
DCG staff were on the original IDOE 21 st CCLC Advisory Council and are current members of the 21 st CCLC Evaluation Advisory Group, Indiana Out-of-School Time Advisory Board, and Indiana Afterschool Network. Staff were invited to participate in planning for the IN-QPSA, 21 st CCLC Program Evaluation Guidelines, Indiana's 21 st CCLC Teacher Survey, and performance measures framework
Team members have been invited to present on evaluation and program development by both the Indiana Department of Education and the United States Department of Education.
DCG staff have experience using the state data collection system (Cayen).

Reporting. The evaluation plan has been developed to ensure timely delivery of comprehensive reports that address the required and program-specific goals, objectives, and performance measures. A year-end report template has been created by DCG that aligns with the Indiana 21st CCLC Evaluation Guidelines. The graphics-heavy report is designed to present data from all four years of the grant so that staff can track progress across the life of the project. Attendance trends, academic performance, survey responses, site visit summaries, and progress toward all performance measures (with supporting evidence) will be included in the yearly evaluation report. To promote program improvement, formative reports will also be provided throughout the year. The

evaluator will provide 1) an aggregated final report at the end of the grant; 2) year-end reports following each year of implementation; 3) process evaluation reports biannually that include data from stakeholder surveys; 4) site visit reports biannually that provide data related to program quality; and 5) IN-QPSA summaries information incorporated into the year end-report.

Evidence of program quality (IAN Program Quality Standards and Indiana State Standards): DCG staff conducted an extensive mapping process that linked IAN Standards to specific data points measured by site observations and stakeholder surveys described above, and as a result, data will be readily available to inform the IN-QPSA. An *IN-QPSA Assessment Team* of key staff and stakeholders (including evaluator) will be assembled to collect data, assess program quality, and complete the online tool. Action plans will be developed, and *IN-QPSA* plans will be integrated into the yearly local evaluation report. *Indiana State Standards* inform the development of programming and the evaluation. State Standards will be incorporated into evaluator recommendations for improvement (as appropriate) and program improvement planning. **Student attendance trends:** Following each program year, the evaluator will export attendance data for all attendees. Attendance trends (including demographic comparisons) and progress toward attendance targets will be reported following the fall semester and in the year-end report. **Progress toward performance measures:** As demonstrated above, evaluation strategies have been established to collect, analyze, and report the data necessary to assess the goals, objectives, and performance measures listed in Section 8. Annually, progress toward goals and objectives will be reported through a series of reports that focus on specific outcomes (e.g., stakeholder survey reports), and a summary of progress toward each performance measure listed in the application will be provided in the yearly evaluation report. **Timeline of reports:** A timeline (Table 24.) has been established to ensure the timely reporting of program data. Databases will be maintained during each year of the grant to house all afterschool data. Following year four, an aggregated report will be developed that examines progress across the entire grant.

Table 24. 21 st CCLC Report Timeline		
Report Type/ Description	Report Date	Required Components
Aggregated Final Report (Summative) Provides summative evaluation results for all four years of the grant, reports progress for all performance measures.	summer '25	Program Quality, Attendance Trends, Performance Measures
Year End Report (Summative) Provides summative evaluation results for the program year, reports progress for all performance measures. Prior year data will be included to report trends.	summer '22, '23, '24, '25	
Attendance Report (Formative): Using Cayen attendance, this report shows progress toward attendance targets following the fall semester.	end of fall semester annually	
Stakeholder Survey Reports (Formative) Reports fall and spring survey data derived from the Quality Improvement Scale completed by students, parents, and staff.	Jan./June annually	Program Quality

Site Visit Report (Formative) Data from annual site visits. Data are collected using the IAN Standards Checklist.	fall, spring annually	
IN-QPSA Report and Action Plan (Formative) Data generated from online IN-QPSA site and Action Plan Developed by <i>IN-QPSA Assessment Team</i> .	Annually based on IDOE guidelines	
Program Improvement Worksheet The Program Improvement Worksheet is provided as an attachment to the reports listed above. It includes spaces to record areas for improvement, staff comments, improvement strategies, resources needed, and timeline.	Ongoing	

3. Strategies of Measurement

Relevance. Performance measures have been developed for each site and can be found in Table 18. The selected measures have been developed in consultation with the evaluation team, school staff, and program stakeholders. They were written as specified by the RFP, and targets were selected based on a review of prior year proficiency levels and school improvement plans.

Table 25. Strategies for Assessing Performance Measures	
Focus Area	Measurement Strategies
Academic	
Academic Achievement	Academic achievement will be measured using report card grades. For K-1 students, the evaluation will examine final report card grades specifically for those Regularly Attending Participants (RAPs) earning a passing grade. For 2-5 students, fall to spring report card grades will be compared and RAPs who have increased their grade or maintained a B/C or higher will be identified. In addition, the NWEA ELA and Math assessment will be used to assess progress from the fall to the spring. RIT scores will be calculated for both time periods and compared for K-5 RAPs. The percent showing growth will be calculated and reported.
Social/Behavioral	
Social-Emotional Learning	Social-emotional learning will be assessed using a peer relationship composite score from the Quality Improvement Scale (described above). Specific items ask students about the extent to which they have made friends in the program and get along better with classmates.
In-School or Afterschool Behavior	Behavior will be assessed using the EVSC in-school and out-of-school suspension records. Data will be extracted from the EVSC data warehouse and merged with RAP data from Cayen.
Family Engagement	
Parent-Child Communication About School	Family engagement will be measured using items from the Quality Improvement Scale (described above). Item includes: How often do you talk with your child about his/her school day?
Family Engagement with Student's School	Family engagement will be measured using items from the Quality Improvement Scale (described above). Item includes: How often do you review your child's grades on assignments and tests?

12. SAFETY AND TRANSPORTATION

1. Transportation To and From

21st CCLC sites are in EVSC school buildings. All buildings are accessible for individuals with disabilities, have safety and emergency plans posted, key access to locked rooms if needed. Bus transportation from the afterschool program to home is provided for **ALL** students using EVSC extracurricular transportation guidelines. Any student who is picked up from the school by parent/guardian must be signed out by an approved adult with identification (listed on the enrollment sheet by the parent). For all off site programming, instructors maintain student attendance and emergency information sheets when out of the building and utilize age-appropriate methods of accounting for students (e.g., color-matched clothing).

2. Needs of Working Families

By design, our program caters to working families. 21st CCLC programs will be open to all students and families at the school, and students will be provided with bus transportation as needed. EVSC provides both before school opportunities, which allow students to be dropped off early and extended day programs which continue beyond afterschool (until 6:00pm at Elementary schools (through the EVSC Ed. Center) and 5:30pm at middle schools). These services are offered in each school building which caters to working families. Through partnerships with YMCA and YWCA, students may also be transported to community agencies offering programs into the evening. To further meet the needs of working families, we will offer a range of family engagement (FE) events. Traditionally, FE has taken place at the school building at 7:00pm. Through the 21st CCLC Program, EVSC has evolved their model. We will offer FE at different times throughout the year to accommodate parents who have nontraditional work schedules. In meeting the needs of these working families we will offer FE that takes place in different locations, outside of the school building. We will work with community agencies to offer FE activities to families in community locations. We have also developed one-year worth of virtual FE which will be accessible to all families through a variety of media.

3. On-Site Safety

The IAN Top Ten Standards on Safety, Health and Nutrition are currently being used by EVSC as part of prior 21st CCLC Cohorts. These standards will continue to be the basis for program design. Our annual IN-QPSA assessment teams will assess implementation of these standards and on-site observations from program evaluators will further validate implementation. Specifically, we will exceed standard **“19a: No observable safety hazards exist”** by implementing the following steps:

1. A checklist based on Appendix A of the Indiana Afterschool Safety Standards will be utilized at the beginning of each semester to serve as an assessment of the safety of the program and is kept on file.
2. A written procedure, in compliance with school or community procedures or regulations, is in place for reporting any hazards.
3. Staff are providing appropriate supervision for children/youth in all settings), and standard

Any student who is picked up from the school by parent/guardian must be signed out by an approved adult with identification (listed on the enrollment sheet by the parent). Instructors maintain student attendance and emergency information sheets when out of the building and utilize age-appropriate methods of accounting for students (e.g., color-matched clothing).

4. Hiring Practices / 5. Background Checks

EVSC has a stringent, yet equitable hiring process as detailed in Section 6.7

All personnel working at the centers must meet two minimum standards.

All personnel who work in 21st CCLC will be hired through the EVSC Human Resource (HR) Department and have criminal history checks. This will also apply to any community partner who is present in the building. All background checks are retained by the school corporation after being processed; this information is kept confidential in accordance with EVSC HR Policy. Most staff will be licensed teachers who work regularly in that school site or have degrees / certification in youth development fields.

All staff will have backgrounds in youth development. If any staff person does not meet the minimum requirements, as detailed above, they will not be able to gain access to any EVSC 21st CCLC Site and are not eligible for employment.

21st CCLC Budget Summary

Federal Agency: U.S. Department of Education	Pass-Through Entity: Indiana Department of Education
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CFDA: 84.287	Federal Award I.D.#: S287C200014	Fiscal Year of Award: 2020	Cohort #: 10	Cohort Year: 1
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Applicant Name	Evansville Vanderburgh School Corporation
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Applicant Federal ID Number	35-1071682
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Applicant DUNS#	40418626
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Code Descriptions		Cheat Sheet		110	211-290	311-319	440	510-593	611-689	710-748	Line Totals
Account Number	Expenditure Account	Salary	Benefits	Professional Services	Rentals	Other Purchased Services	General Supplies	Property			
		Certified & Non Certified	Certified & Non Certified								
11000	Instruction	\$ 201,744.00	\$ 83,796.00	\$ 12,000.00	\$ -	\$ 10,006.16					\$ 307,546.16
21000	Support Services - Student	\$ -	\$ -	\$ -							\$ -
22100	Improvement of Instruction (professional development)	\$ -		\$ 23,800.00		\$ 5,389.00	\$ -				\$ 29,189.00
22900	Other Support Services-Admin	\$ -	\$ -	\$ -		\$ -	\$ -				\$ -
26000	Operation & Maintenance	\$ -	\$ -								\$ -
27000	Transportation	\$ -	\$ -			\$ 20,000.00					\$ 20,000.00
33000	Community Service Operations (parent engagement)	\$ -	\$ -	\$ -		\$ -	\$ -				\$ -
Column Totals		\$ 201,744.00	\$ 83,796.00	\$ 35,800.00	\$ -	\$ 25,389.00	\$ 10,006.16				\$ 356,735.16
LEA Indirect Cost Rate list		5.12%	Subtract the amount above \$25,000 (per individual contracted service) from your total budget:								\$ -
Total after deducting Property:											\$ -
Total Available for Indirect Costs:											\$ 356,735.16
Amount of Indirect Cost to be used:											\$ 18,264.84
Grand Total After Indirect Cost:											\$ 375,000.00

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Budget Category Reference		Category Total
Instruction: Salary (Cert./Non Cert.)	\$	201,744.00
Instruction: Benefits (Cert./Non Cert.)	\$	83,796.00
Instruction: Professional Services	\$	12,000.00
Instruction: Rentals	\$	-
Instruction: Other Purchased Services		
Instruction: General Supplies	\$	10,006.16
Instruction: Property	\$	-
Support Services (Student): Salary (Cert./Non Cert.)	\$	-
Support Services (Student): Benefits (Cert./Non Cert.)	\$	-
Support Services (Student): Professional Services	\$	-
Support Services (Student): Rentals		
Support Services (Student): Other Purchased Services		
Support Services (Student): General Supplies		
Support Services (Student): Property	\$	-
Improvement of Instruction: Salary (Cert./Non Cert.)		
Improvement of Instruction: Benefits (Cert./Non Cert.)	\$	23,800.00
Improvement of Instruction: Professional Services		
Improvement of Instruction: Rentals	\$	5,389.00
Improvement of Instruction: Other Purchased Services	\$	-
Improvement of Instruction: General Supplies		
Improvement of Instruction: Property		
Other Support Services: Salary (Cert./Non Cert.)	\$	-
Other Support Services: Benefits (Cert./Non Cert.)	\$	-
Other Support Services: Professional Services		
Other Support Services: Rentals	\$	-
Other Support Services: Other Purchased Services	\$	-
Other Support Services: General Supplies	\$	-
Other Support Services: Property		
Operations and Maintenance: Salary (Cert./Non Cert.)	\$	-
Operations and Maintenance: Benefits (Cert./Non Cert.)	\$	-
Operations and Maintenance: Professional Services		
Operations and Maintenance: Rentals		
Operations and Maintenance: Other Purchased Services		
Operations and Maintenance: General Supplies		
Operations and Maintenance: Property		
Transportation: Salary (Cert./Non Cert.)	\$	-
Transportation: Benefits (Cert./Non Cert.)	\$	-
Transportation: Professional Services		
Transportation: Rentals		
Transportation: Other Purchased Services	\$	20,000.00
Transportation: General Supplies		
Transportation: Property		
Community Service Operations: Salary (Cert./Non Cert.)	\$	-
Community Service Operations: Benefits (Cert./Non Cert.)	\$	-
Community Service Operations: Professional Services		
Community Service Operations: Rentals	\$	-
Community Service Operations: Other Purchased Services	\$	-
Community Service Operations: General Supplies	\$	-
Community Service Operations: Property		
Total Budget	\$	356,735.16

Example:

[illegible]

14. PROGRAM STABILITY

The EVSC and partners through the School Community Council have demonstrated a commitment to long-term stability of programming for students and families by allocating direct financial resources and in-kind services. Specifically, the district and partners have evidenced success of leveraged funding to continue programming in the absence of 21st CCLC funds. Further, we commit to continue to leverage these dollars and resources in addition to Cohort 10 grant funding to meet service gaps.

Our partnership will implement a comprehensive program stability plan to detail how proposed 21st CCLC grant programming which will ensure local capacity to continue services to students and families outside of 21st CCLC funding. Two primary strategies connected with this plan will be employed:

(1) Integration of funds and resources from existing partnerships: We will support programs through an integration of diverse federal, state, and local funds (e.g., Title I, school improvement, local foundations, EVSC general funds) and resources available to the EVSC and our partners (direct and in-kind funds shown previously in Table 8.). As examples of integration, EVSC transportation routes will be used for middle school programs, and Title I funds will be used to support core academic programming and family engagement.

(2) Expanding and potential partnerships to build local capacity: The School Community Council (SCC), individual school Site Councils, and the Afterschool Coalition provide a collaborative infrastructure to coordinate services, share resources, and expand partnerships. These established processes have created local capacity to identify, coordinate and leverage school and community resources. Through this infrastructure, community assets and resources will continue to be mapped, and 21st CCLC staff and partners will engage in community outreach activities targeting additional community partners (e.g., churches, businesses, neighborhood associations).

(3) Long-term sustainability planning: Utilizing The Finance Project's Sustainability Model, we will focus on expanding partnerships and continued program growth to address current and emerging needs as outlined within Table 26. This work will result in a written long-term sustainability plan for 21st CCLC beyond the grant.

**Table 26. School Community Council:
Sustainability Planning Model (Finance Project)**

1. Written sustainability plan: Includes key benchmarks and supporting strategies from the other elements. This will serve as a blueprint for purposeful actions toward program growth and sustainability.

2. Strategic visioning: A *strategic visioning planning* session will be held to clarify objectives, renew a common purpose among stakeholders, and ensure connections between sustainability planning and the program focus.

<p>3. Broad-based community support: This support is essential and will start with our core partnerships. Our committee will identify key supporters (people/partners who would be most affected if it were no longer available).</p>
<p>4. Capacity building: We will actively work to identify additional community partners through a community resource assessment and expand outreach through our school Site Councils. Central to this capacity are strong internal systems. The EVSC has systems in place (e.g., accounting, management/information, personnel, transportation) to maintain control, and has support of administrators, building principals, teachers, and partners.</p>
<p>5. Communications and marketing: Our initiative will engage in ongoing <i>communications and marketing</i> to create community support, and partners will implement the communication plan described previously.</p>
<p>6. Public policy: <i>Public policy</i> efforts will focus on developing key champions in the community, including leaders from business, faith-based, and government institutions.</p>
<p>7. Results orientation: A strong evaluation plan will track findings and improve programs over time.</p>
<p>8. Strategic financing: Involves identification and integration of internal and external resources, public funds, and private funds, as well as the use of resources through improved efficiency of program delivery.</p>

Utilizing these strategies, our partnership is clearly committed to long-term sustainability. Over the past years, our district and partners have assumed more supplies and equipment cost, and we remain engaged in an ongoing effort to identify new funding sources, expand partnerships, and integrate various local, state, and federal funds and resources.

Year 1 Program Goal: In Y1 of the program, the Afterschool Program Team will increase corporate representation in order to support community wide afterschool programs.

Outcome: By increasing this representation, programs will have access to increased resources through both corporate sponsorship and corporate volunteers. The Chair of both the School Community Council and the Chair of the Afterschool Programs Team will ask each of the groups to develop a shortlist of corporate partners to target. It will then be the responsibility of the Chair to invite the appropriate person from each of the organizations to join the team. Access to increased financial resources (treasure) and program resources (talent and time) will positively impact the sustainability of EVSC 21st CCLC Sites beyond 21st CCLC Funding.